

Practical English

JANUARY 3, 1947 • A SCHOLASTIC MAGAZINE



YOUR "NOSE FOR NEWS" (See page 5)

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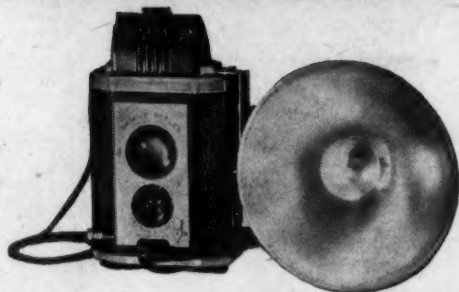


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Practical English

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business, or Vocational Courses, Published Weekly During the School Year

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VOLUME 2

NUMBER 1

FEBRUARY 3, 1947

YOU ARE AMERICA

IN Paris the Metro (subway) doesn't always run as efficiently as in American cities. During the war, and especially under German occupation, power and equipment frequently broke down.

An American correspondent recently went down the steps at a Metro station and found the line tied up for half an hour. A crowd of about a hundred French people, patient and orderly, were waiting for service to be resumed.

Suddenly three U. S. soldiers barged in. They took the delay as a personal affront. Knocking women and children aside, they pushed their way through the crowd, making vulgar comments in loud voices. They called the French "Frogs" and other insulting names. When the correspondent dared suggest to his fellow-countrymen that they behave decently, he narrowly escaped a beating.

This is not a blanket indictment of all American soldiers. Most GIs, as well as their folks at home, would be shocked by such an exhibition of arrogance and boorishness, no matter where it might happen. But it is evident from many reports by careful observers that American boys have not made too brilliant a record for good manners in Europe. Some of them have, in fact, been so crude and overbearing as to earn the hearty dislike of the peoples they had supposedly "liberated."

Some Americans swagger around the streets of European towns and complain because there are not as much soap, coal, or banana splits as in Indiana or Arkansas. They apparently haven't enough imagination to understand the problems of people who have had to struggle with these conditions for years. They make no allowances for military disaster, humiliating conquest or slavery in war. Yet these same Americans from two to ten years ago were pupils in American schools. The majority, in fact, went to high school, for ours is "the best educated army in history."

What's wrong with this picture? Evidently some young people are coming out of our schools with neither manners, knowledge, or understanding. Evidently they cannot measure any people or any place except by their own narrow standards. Evidently they have never learned that we Americans are comfortable, clean, and can afford the luxury of being extravagant, not because we are deserving, but because we are lucky.

We'd like to believe that none of these "horrible examples" of "tough guy" Yanks ever had the opportunity to read a good classroom magazine or to study living history with an up-to-date teacher. Boys and girls in high school today, we hope, will not have to serve in occupation armies. But even if they never left our country, they stand for America in the eyes of someone. The way they treat the students of a rival school in basketball; the way they act toward the shoeshine man or people of other nationalities or churches — these tell tales over a loud-speaker.

By the time students get to the glory of senior high school, they ought to have learned enough to have a little humility. They ought to know that human beings are essentially the same the world over, no matter what the color of their skins, the creeds they live by, or their curious customs. As citizens of the nation that today holds the secret of life and death in the atomic age, high school students have their chance to represent America. They can help shape the future toward "One World or None."

OUR FRONT COVER: Two high school reporters interview ballad singer Burl Ives on High School Hour over WNEW, N. Y. C. Except for the "guest celebrity" all high

school talent is used on this weekly broadcast. The announcer (standing) is Charles Retzlaff of Mamaroneck, N. Y., High School. —Photo by Murray Laden.

Famous Basketball Coaches Will Tell You



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Quaker Oats

Gives Athletes

*Extra Energy!
Extra Stamina!
Extra Strength!*

How do great athletes get the super-abundance of energy and stamina they need for basketball's terrific pace? One of the most vitally important ways is by eating foods *rich in the elements* the body converts into stamina and energy! That's why famous coaches like Lawrence M. Harrison, University of Iowa, and Clarence Price, University of California, say, "Whole-grain oatmeal is a unique training food, because no other natural cereal equals it in Protein, that great key stamina-and-growth element." And oatmeal is the cereal grain best for vitality and energy, too!

All these great coaches recommend Quaker Oats as the cereal for young athletes who want foods that will help them be stars! So to help yourself towards greater playing, be sure to enjoy that delicious, nut-tasty, Quaker Oats flavor tomorrow at breakfast!



Quaker Oats
and Mother's Oats
Are the Same



Say What
You Please!

... and that's what we mean! This letters column, a regular feature of all editions of *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editor, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y. — The Editors.

In "Following the Films" (Nov. 25 issue) you rated *White Tie and Tails* as an inferior picture. Recently I had an opportunity to see this film and enjoyed it very much. As I see it, it is an excellent characterization of an artist who gains the ambition to strike out on his own. Also, I maintain that the film shows the unjustness of the power that money has in our social system.

Mari Atkins

Conneaut (Ohio) High School

Our Movie Editor explains our "so-so" rating:

We were not impressed when the artist decided to strike out on his own because he didn't make the decision himself. (1) He was fired from his job. (2) Someone offered to support him for the rest of his life. We felt that the film did *not* succeed in proving that money is unimportant, as far as real values go. Instead, it seemed to say that all one needs in order to get on in the world is smooth clothes and a knowledge of mixing cocktails.

Why is it you never review any Dizzy Gillespie or Trummie Young records under your jazz heading in "Sharps and Flats"? This music, called Be-Bop, is something very different in the music world, and it *excels* Billy Butterfield's music as much as present-day jazz *excels* the old Chicago Dixieland. I imagine comparatively few of your readers have ever heard Gillespie, but I am sure his wonderful trumpet would give them a new sensation in music.

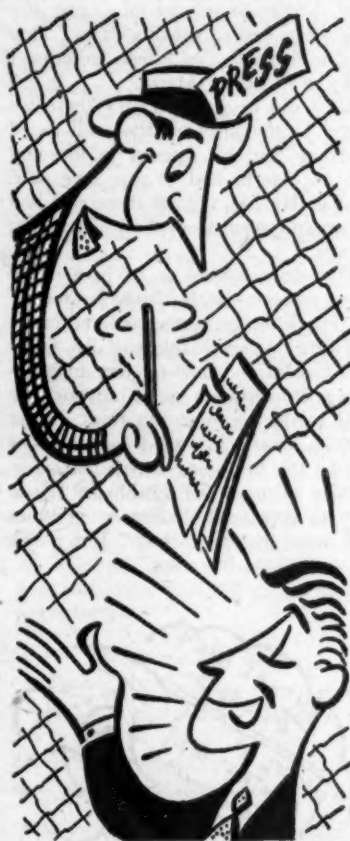
Bill James

Minneapolis, Minn.

To review every record that comes out would take all the space in this magazine, but we try to cover the field of musical tastes as thoroughly as space permits. No Trummie Young records have come to our desk in recent months. But watch next issue for a review of some Gillespie work in Victor's latest hot-jazz album.

YOUR "NOSE FOR NEWS"

By Marjorie S. Watts



WHETHER or not you have ambitions to become a newspaper reporter, a "nose for news" will help you make friends. It will also help you to be a more interesting person.

How?

Suppose you meet a boy at a dance or party. If you have a "nose for news," you'll learn more than his name. You'll find out what school he attends, what class he's in, and what his interests are. The next time you see him, you won't be at a loss for words. You'll greet him with a friendly remark: "Hello, Tim, how was the dress rehearsal for the play? Did the stage manager remember to ring the phone on cue?"

After a first visit to a city or state, what do you know about it? Have you learned interesting facts about it—its people and their occupations? Can you describe what you've seen?

You can "get to know" people and

places by using your "nose for news." The recipe for a successful interview is the same as that for an interesting conversation. A few leading questions, plus a generous pinch of listening powder, are the main ingredients.

What is a leading question? It's a question that brings forth information of interest about a person or place. Compare these two questions:

"It's cold today, isn't it?"

"Are you a jazz fan—or do you prefer classical music?"

The first *isn't* a leading question. It doesn't make much difference to you whether or not Jack thinks the day is cold. You don't know him one bit better after he nods or shakes his head in answer to your question. Such a "stock question" suggests that you aren't really interested in Jack, anyway.

The second question *is* a leading question. Jack must think before he replies. His answer gives you information that will help you to know Jack better.

Reporters' Points

Let's try the newspaper technique and see how it stacks up in conversation. The good reporter must be able to get acquainted with a person or a situation in a few minutes. Here are six points the reporter keeps in mind as he prepares for an interview.

1. Who is he—or she? Find out something about the person you are interviewing before you meet. If you've discovered that Marta has an after-school job as a photographer's model, you have an interesting subject to talk about.

2. Plan some leading questions in advance. Use these questions to start the conversation and to keep it moving.

3. Follow up any topic that sounds interesting. If the person interviewed says, "That's one of the songs I sang at camp," your cue is to ask where and when he went to camp. Try to get his reactions to his experiences. They make your interview personal and interesting.

4. Listen! Your attention registers your interest. Your interest will make the person you're interviewing want to tell you more.

5. Avoid personal questions that aren't your business. If the person being interviewed doesn't want to talk about a subject, drop it. A "nose for news" doesn't mean being "nosy."

6. Don't fire questions as if you were Mr. District Attorney! This is a conversation, not a cross-examination. Camouflage your question-firing by making friendly, interested comments. Your skill in putting the other person at ease is the difference between a successful and an unsuccessful interview—between a pleasant and an embarrassing experience.

On with the Interview

Now let's follow Don Skalla of the *Central High News* in his interview with Marta Jensen. Notice how Don guides the conversation. If you didn't know that he was a reporter, you would think that this was a friendly "get acquainted" talk:

"Marta, I hear you are a photographer's model?" (Don had discovered this before he arrived.)

"Yes, that's true."

"How did you become interested in





modeling?" (Don asks a leading question as a starter.)

"I went into the Bertrand studios with my father on an errand. Mr. Bertrand, the photographer and a friend of my father's, kept watching me. I thought," Marta laughs, "that my face must be dirty! Then Mr. Bertrand asked me how I'd like to pose for some advertising photography he's doing for department stores."

"Your father was willing?" (Don follows up quickly.)

"Well, no, he was hesitant at first. He said it would upset my school work."

"Do you feel that it has?" (Don takes advantage of Marta's suggestion.)

"No, but it could. It's harder to get school work done. We have an understanding with Mr. Bertrand that if my marks slide or I begin to lose weight, I'll quit."

"You look 'in the pink' now." (Don registers his interest and adds a conversational touch to the interview. Then he asks another leading question.) "Do you hope to make a career of modeling?"

"I'm not certain. It's a risky profession. Irregular work sometimes."

"But Mr. Bertrand has encouraged you to go on with it?" (Despite Marta's modesty, Don is using his "nose for news" to get the story.)

"Yes, he has. Now please don't think,"

Marta protests humorously, "that my modeling job means I'm a 'glamour girl.' Photographic modeling requires a certain photogenic quality — or what I call photographability. But it also takes lots of patience and hard work."

"I'm sure it does. What kind of pictures do you pose for?"

"Teen-age girls' clothes."

"Isn't it pretty soft, walking around in swell clothes?" (Don uses a conversational way of asking, "What's your reaction to the job?")

"Well, naturally any girl enjoys wearing a lot of different outfits," Marta admits. "Don't forget, though, your mind has to be on holding a pose, and the way you walk, sit, or stand — not on your clothes."

"Where do your pictures appear?" (Don is still after the facts.)

"In department store ads in the newspapers."

"Would you advise girls to go into modeling?" (Another leading question.)

"How can I answer that? You might as well ask whether girls in general should go into nursing or any other job."

"How can they find out whether they're photogenic?"

"By getting advice from someone who's an expert in the field. I had a lucky break because Dad knew Mr. Bertrand personally and we could trust his judgment."

"Do you think a girl gets anything out of modeling besides cash? I mean, even if she never follows it up as a career?" (Don is still trying to get Marta's reaction.)

"Oh, yes. She learns how to make the most of her appearance, and, along with all the practice, she gets rid of awkwardness. She gains poise. But of course, a girl can learn those things in other ways."

"What other ways?" (Don follows Marta's leading remark.)

"Physical ed. and gym classes, sports, dramatics, reading up on good grooming — and by taking to heart your family's grim remarks about the way you look," Marta adds with a smile.

"That's good advice for my sister!"

(Don inserts a friendly remark, then goes on with the interview. He remembers Marta's uncertainty about continuing modeling as a career, but he hasn't found out any other ambitions she might have.) "You don't seem to be 'sold' on modeling as a career. Do you have another career in mind?"

"Not definitely, but this work has led me to a new interest. I think I'd like to be a buyer for a department store," Marta smiles. "I suppose most girls are interested in clothes for themselves, but I'm interested in styles — in good taste. I'd like to buy clothes for other people."

A glance at his watch brings Don to his feet, scribbling this last bit of information. "Thanks very much for the interview, Marta. And I'm glad to have met you. I hope I can do you justice in my story for the *Central High News*."

Afterwards, looking over his notes, Don makes the satisfying discovery that he not only has the facts for his story, but between the lines he has a very definite impression of a gay, sincere, unspoiled personality. "Hey," Don says to himself, "in fifteen minutes I really got to know Marta."

How did he do it? Don's "nose for news" is the answer. His well-aimed questions and his interest in listening to what Marta had to say have paid double. He has a good story and he's hit on an improved method of winning friends.

Don doesn't have to be in a newspaper office to use his "nose for news." His knack for getting acquainted easily and quickly is valuable socially. Since Don has learned how to start an interesting conversation with anyone, he feels master of most situations. Better still, he knows that good conversations can be the beginning of friendships.

Why sit mum like a cabbage? It's so easy to give yourself interesting times and make friends, to boot. Just polish up your "nose for news."



Gallup Poll Interviewer

WHEN you read in a newspaper or magazine that 41% of the U. S. people favor Mr. X for President, you can be sure that reporters of a survey organization have been on the job. Every week hundreds of interviewers in cities, towns, and farm districts throughout the United States ask people what they think about subjects which range from soft drinks to the United Nations.

Pretty, enthusiastic Mrs. Ruth Scheigert is one of these interviewers. She rings doorbells and walks the streets a couple of times a month to record the opinions of store owners, laborers, housewives—people in all walks of life. Mrs. Scheigert has her finger in the pie of three survey organizations—of which the Gallup Poll (officially the American Institute of Public Opinion) is the best-known.

How do people react to her ring? "Many feel complimented to be asked for their opinions," Mrs. Scheigert told us. "A typical reaction is 'I've always heard of the Gallup Poll, but I never expected it to come to me!' A wiry fellow I talked to today grinned and said, 'Me? Nobody ever bothered about my opinion before. Sure, I'll give it to you, young lady.'"

A Foot in the Door

"But," our interviewer admitted with a twinkle in her eye, "housewives usually aren't that easy to interview. Many housewives suspect anyone who rings

doorbells of being a salesman. Even after I explain carefully that I am from a survey organization, they bristle at a question such as 'Do you have a refrigerator?' I occasionally get the answer, 'What difference does it make to you?' The housewife is afraid that I'm a refrigerator agent who will give her name to a refrigerator company.

"All I can do to regain confidence," Mrs. Scheigert said, "is to show her that the ballot I'm filling out has no place for her name. This is an important factor in getting cooperation from most people. If we took their names, business men wouldn't answer questions such as 'Whom did you vote for in the recent election?'"

When we wanted to know what kind of questions she asks, Mrs. Scheigert showed us a ballot of the Gallup Poll. She explained that the Gallup Poll usually asks for opinions—most frequently on political subjects. Questions she was asking for the Gallup Poll that day included "Do you prefer a closed shop, union shop, or open shop?" and "Do you think Truman or Stassen could do a better job in preventing a depression?"

Off to a Good Start

Mrs. Scheigert sets out for an interview with the printed questions in hand. Her introductory sentence is in her mind as she walks up to the door. If she doesn't state her business clearly in her first sentence, she may receive a firm



Skiles in This Week

"I asked you first!"

refusal, "Sorry, I'm too busy this afternoon."

"It's important to tell people who you are in terms that mean something to them," she explained. "Everyone knows what a reporter is. So for Gallup Poll interviews, I usually start like this: 'I'm a reporter for the New York Telegram (the newspaper that prints the Gallup Poll results in New York City).' Then I add: 'I'm doing a survey for the Gallup Poll.'"

Interviewer Scheigert considers friendliness an essential quality for an interviewer. "I get a little disillusioned when people tell me that John L. Lewis is mayor of New York City, or that ex-Secretary of State Byrnes is a radio commentator. But I always enjoy meeting people."

Ruth Scheigert's main interests are her eight-year-old daughter and her husband. Her role as a survey interviewer is "on the side." But survey organizations know their workers. And the Gallup Poll organization considers Mrs. Scheigert one of its crackerjack interviewers. — MAC CULLEN.



THESE words all end in *y*. They are easy to spell: *try*, *rely*, *busy*, *lonely*, *happy*, *marry*.

The trouble starts when we add suffixes, such as *ed* and *est*, to change the meanings of these words somewhat.

Here's a very simple rule that will solve most of your troubles.

When a word (1) ends in *y* and (2) a consonant (*r*, *s*, *l*, etc.) comes before the *y*, change the *y* to *i* before adding the suffix. Here's how the rule works with two of the words listed above:

1. *Try*. The word ends in *y*; *r* (a

consonant) comes before the *y*. We change the *y* to *i* (*tri*) and add *ed* (*tri*+*ed*=*tried*).

2. *Happy*. The word ends in *y*; *p* (a consonant) comes before the *y*. We change the *y* to *i* (*happi*) and add *est* (*happi*+*est*=*happiest*).

Now try this formula for all the other words above. It works.

Exceptions

When the word (1) ends in *y* and (2) a vowel (*a*, *e*, *i*, *o*, *u*) comes before the *y*, usually the *y* remains unchanged.

1. *stay*. The word ends in *y*; *a* (vowel) comes before *y*. *Stay*+*ed*=*stayed* (*y* is not changed to *i*).

2. *Obey*. The word ends in *y*; *e* (vowel) comes before *y*. *Obey*+*ed*=*obeyed* (*y* is not changed to *i*).

See how the rule works in the following words. Notice that the *y* remains unchanged. We just add the suffix.

enjoy	enjoyed
enjoy	enjoyable
joy	joyous
play	player
boy	boyish
pretty	prettier

The only words that don't follow this rule are the following. (Learn them and the rest will take care of themselves.)

say	said
day	daily
pay	paid
lay	laid
gay	gaily
slay	slain

P. S. When you want to add *ing* to words ending in *y*, all you do is just add *ing*! You don't change the *y* at all.

study	studying
marry	marrying
worry	worrying
say	saying
play	playing
survey	surveying



Can You Talk Straight?

IMAGINE trying to express all your thoughts with less than 1000 words in your vocabulary!

It could be done with the 850-word vocabulary list of Basic English, a pocket-sized edition of our language. But you couldn't talk straight with Basic English. You'd "talk around" the language. You'd have to find phrases to pinch-hit for thousands of words not included in the Basic vocabulary list.

For example, in Basic English you wouldn't *chuckle*. You'd *give a low laugh with mouth shut*. You wouldn't *glide* across the dance floor. You'd *go with smooth motion*.

That's why Basic English—or any other limited vocabulary—"talks around" the language. If you don't have the right word—the one that hits the nail on the head—then you must find a phrase to substitute for it. Obviously you aren't talking straight if you use four or five words to do the work of one.

Is your vocabulary well-rounded, so that you talk straight? If it's not—if it's a skimpy vocabulary—you'd better learn new words to fill in the gaps. The more words you know, the easier it is to have the right one on tap, instead of merely "on the tip of your tongue."

Quantity isn't the only thing you need in a vocabulary. Quality counts, too. But don't let that frighten you. Quality doesn't mean seventy-three-cent words, such as *antediluvian* and *peregrination*. The "quality words" you want in your vocabulary are sharp, descriptive ones that come right to the point. You don't measure the quality of a word by its length; you measure it by the word's usefulness. It's easier to make your point with a few strong words than with a dozen five-syllable tongue-twisters.

Are your verbs lively? Do they make your speech and writing move briskly? Or are they "slowpokes" that simply hold your sentences together?

Put your verbs to the test. Would you say that you *hauled* a heavy box, or that you *carried* it? Would you say that James was angry, so he *walked* out of the room, or that he *stalked* out? Would you say that a tough top sergeant *gave* an order, or that he *shouted* it?

Haul, *stalk*, and *shout* are lively, descriptive verbs. They draw pictures in your listener's mind. There are many ways to *carry* a box, but there's only one way to *haul* it. *Haul* pins down the action. It describes the movement more accurately than any phrase explaining how heavy the box is. You can analyze *stalk* and *shout* in the same way.

Pepper your speech and writing with lively words. Make your verbs tell *how* people talk and walk. Do they *whisper*, *mutter*, *gabble*, or *rant*? Do they *amble*, *slouch*, *march*, or *strut*?

As you start "talking straight" with verbs, you'll cut down on modifiers. Instead of saying that you *looked carefully* at a picture, you'll say that you *peered* at it. Instead of saying that Walter's voice *sounded harsh*, you'll say that his voice *cracked* or *grated*.

With strong verbs, your sentences become briefer and brisker. Your speech and writing become more accurate and more interesting.

Describe It Deftly

Empty adjectives are a waste of breath. You might as well save your energy as exclaim that something is *super* or *terrific* or *smooth* or *sharp*. Choose your adjectives as you choose your verbs—for liveliness and accuracy. Make each adjective draw a picture of the specific noun it modifies.

A *gorgeous moon* doesn't mean anything. (Was it a *slim*, *silver* moon or a *full*, *amber* moon?) A *cute girl* is also meaningless. (Is she *tall* and *poised* or *tiny* and *vivacious*?) It's no recommendation to say that a movie was *tops*. (Do you mean *exciting*, *heart-warming*, or *hilarious*?)

Make your adjectives hit the noun on the head!

There are probably hundreds of words on the foggy, outer rim of your vocabulary. You say that you "know what they mean, but can't exactly describe them." Stop trying to kid yourself! What you should admit is, "I've seen those words in print, and heard them dozens of times, but never bothered to look them up."

A word is of no use to you if you have only a vague, woolly idea of what it means. If you use it, you'll probably use it incorrectly. Pin down the words that are "vaguely familiar" to you. Look them up in the dictionary. When they stand out sharp and clear in your mind—when you know how to handle them—put them to work in your everyday speech.

Stretching Your Vocabulary

Most words are like rubber bands. They can be stretched in several different directions.

You often say that you're *hungry*. How about saying that you *hunger* for a good meal?

You say that you're *tired* of playing bridge. Why not say that you find bridge *tiresome*?

Study your words to see how elastic they are. When you add a new word to your vocabulary investigate all of its possibilities. Words are an important tool in the business of living. They are the key to understanding among people, in general, and the key to success in many careers.

AND WE QUOTE . . .

Timely quotes from the news of the day. Timeless quotes from the books of yesterday. Wise quotes to make you think. Witty quotes to show you how words can work like magic.

Health is the thing that makes you feel that now is the best time of the year.
—Franklin P. Adams.

It takes less time to do a thing right than it does to explain why you did it wrong.—Longfellow.

Getting an idea should be like sitting down on a pin; it should make you get up and do something.—E. L. Simpson in *Eye Witness*.



JERRY CABOT in Dedham, Massachusetts, **Carl Olson** in Winnebago, Minnesota, and **Peggy Lee** in Tulsa, Oklahoma, have at least one thing in common. They all see the same movies.

People in different parts of the United States read different newspapers, go to different schools, and eat different kinds of food. But the Rialto Theater in Dallas, Texas, is likely to be showing the same movie that is playing at the Palace in Albany, New York, and at the Center in Seattle, Washington.

In a country made up of many nationalities and many sectional interests, a common national interest, such as our movies, can be of tremendous importance. If our movies provide good entertainment and worthwhile subject matter, they can do a great deal in developing a more intelligent nation.

Hollywood movies have their faults. Many producers compete with each other, trying to make pictures that can be described as *stupendous*, *colossal* or *terrific*. Movies of this sort usually turn out to be flashy, imitative, and trivial. Fortunately, not all movies deserve this criticism. A few Hollywood productions are *realistic*, *heartwarming*, and *stimulating*. Those are the films that win our applause.

Let's look at some of Hollywood's good films to see what brings out the "Standing Room Only" signs.

Realism and Fun

Recently we went to see the new Frank Capra production, *It's a Wonderful Life* (see *Following the Films*). We noticed that most of the audience came out of the theater in a happy mood which reflected the title of the picture. Films that really move an entire audience are few and far between.

By Jean Fairbanks Merrill

What are the magic qualities of *It's a Wonderful Life*?

In the first place, the film's story is simple and timeless. It asks the age-old question: *Is life worth living?* This theme would have been as interesting in your grandfather's time as it is today.

The hero of the film is George Bailey, a nice guy from a small town. George dreams of seeing the world and becoming famous. But he never gets away from his hometown. At one point in the story, he becomes so discouraged that he wishes he'd never been born. Then he is given a chance to see what the world would have been like had he never lived. With this glimpse George realizes how much one man's life can mean and how many other lives his life has touched.

George Bailey's story is a good one because the hero is an ordinary fellow who leads a comparatively uneventful life. George's experience proves that life is worth living, even without fame or excitement.

It's a Wonderful Life stands head and shoulders above the average film because its hero's values are *not* money, sophistication or worldly fame. George Bailey counts his wealth not in terms of dollars but in terms of friends. And he measures his success by what he can contribute to other people's lives. George Bailey's world is genuine in contrast to the world of penthouses and limousines which flashy films often portray.

In addition to its solid and serious theme, *It's a Wonderful Life* is one of the most entertaining films we've seen in a long time. Its humor is not forced or stale—but broad and hearty.

In one hilarious scene, the gym floor divides during a school dance and all the dancers (concentrating on the Charleston) tumble off into the swimming pool under the floor. There they continue to dance. No bit of comedy could be more of a burlesque than this, yet Director Capra makes it a cause for real mirth.

Capra, a four-time Academy Award winner, has often used "the common man fighting corruption" theme with great success (*Mr. Deeds Goes to Town*, *Meet John Doe*, and *Mr. Smith Goes to Washington*). *It's a Wonderful Life* is another to add to Capra's list of film successes.

Other Recent Successes

The motion picture can also give Americans a better understanding of their country and their countrymen. *The Yearling* gives us a glimpse of what the Florida cracker's life was like when he set out to build a home in a wilder-

ness. This is another film with a simple theme. It shows man fighting for survival against nature. It shows what the family means in a pioneer community and it points out some of the lessons a boy must learn in growing up.

In the past few years Hollywood has turned out some film biographies that are both inspiring and educational. *Wilson*, *Anna and the King of Siam* and *Sister Kenny* are outstanding examples.

The Factual Film

Another kind of film that Hollywood is now making successfully is the documentary-type film. By "documentary-type" we don't mean the straight news-reel film, but the drama that is based on real incidents and real characters. It makes use of real dialogue, settings, and sometimes people in everyday life, instead of actors. *The Story of GI Joe* and *A Walk in the Sun* were two documentary-type war films. Last year Director Louis de Rochemont used the documentary technique successfully in *The House on 92nd Street*, a story of the FBI at work. His latest film, *13 Rue Madeleine*, is a realistic, hard-hitting picture of the OSS in action.

The Best Years of Our Lives, recently voted the best film of the year by New York film critics, is another film that uses the documentary technique. This story of the problems of returning veterans also shows how a current problem can be built into a stimulating movie.

The films mentioned in this article are proof that Hollywood productions can have great merit. When you see them, compare them with other films you've seen recently. You'll understand better what makes good movies good.

This article will be followed by articles on movie criticism—by "the experts" and by a group of high school students attending a preview of *The Yearling*. A scoreboard for judging motion pictures will appear in the February 24 issue of *Practical English*.



Ted Key in *The Saturday Evening Post*
"Kissing in it."



REMEMBER the grade-school jingle your friends would chant when you'd lost something!

Finders, keepers;

Lovers, weepers.

It's a catchy jingle — but it isn't necessarily a true one. A smart loser isn't a weeper. He's a writer. He writes a classified ad and inserts it in a newspaper.

"Lost ads" call for straight, factual writing. As proof, compare these two possibilities:

1. A reward is hereby offered for a valuable notebook which I lost on Tuesday afternoon on my way home from school. The notebook is indispensable to my school work. If you find it, return to Bobby Clauber, 253 Elm Street.

2. LOST—large, black leather, zippered notebook; Tuesday, between 3 and 4 p.m., on Grange Avenue bus. Reward. Finder please call Darby 589.

Before you read further, list every point which makes the second ad the better one.

All set? Now compare your list with this one:

1. Ad No. 2 begins at the logical beginning — with the most important point, the lost item.

2. Ad No. 2 gives an accurate, detailed description of the lost item. It's unlikely that any other notebook was lost that afternoon on that bus line, but

to be on the safe side, your description should be definite.

3. Ad No. 2 states specifically where and when the item was lost.

4. Ad No. 2 gives only pertinent facts. The fact that you were on your way home from school is unimportant. The fact that the notebook is "valuable" and "indispensable" is obvious. If it weren't, would you advertise for its return?

5. Ad No. 2 makes it as easy as possible for the finder to get in touch with you. It's certainly simpler for him to telephone than to travel to your home.

Before you insert a classified ad, investigate the rates of several newspapers. (Remember that it pays to spend a few cents more to run your ad in a paper with a larger circulation. If the paper charges by the printed line, rather than by the word, cut your ad by using abbreviations. But be sure they're understandable. *Tues., bet. 3 & 4 p.m., Grange Ave. bus* would make sense to any reader. But he might not have the patience to grope his way through *lg., bl. leath., zip, ntbk.*

Now let's get back to finders." Honest finders naturally aren't keepers. They, too, are writers — with the same straightforward style outlined for losers. But a "found ad" is briefer and less detailed. Drop the "when," "where," and description. Anyone who has recently lost a fountain pen will get in touch with you if you advertise:

FOUND—man's fountain pen. Call Jenkins 469.

That ad gives enough information to identify the item, but it doesn't give away any secrets. When you're a "finder," it's your responsibility to protect the "loser."



WORDS to the WISE

YOU can't read a newspaper or listen to the radio without coming across some of these phrases and expressions. Do you know what they mean?

1. He's a *die-hard*. (A person who sticks to one idea or set of ideas even though changes in thought and custom have proved him wrong.)

2. To die *in harness*. (To die while working.)

3. He had his *back to the wall*. (He was fighting a defensive battle against odds.)

4. That job is *no bed of roses*. (Not very comfortable or pleasant employment.)

5. The game isn't *worth the candle*. (It isn't worth the trouble.)

6. If *the cap fits*, wear it. (If what I've said about you is true, apply it to yourself.)

Now try this matching test with these common expressions:

- | | |
|--------------------------------|--|
| 1. To live like cats and dogs. | a. The shortest distance between places. |
| 2. As the crow flies. | b. Weak point in man's character. |
| 3. That's his Achilles' heel. | c. To do a job completely. |
| 4. To go the whole hog. | d. To quarrel constantly. |

Answers: 1-d, 2-a, 3-b, 4-c

Straighten out Your ... Homonyms



EDISON WILL ALWAYS BE REMEMBERED FOR HIS ELECTRICAL FEET.

Granted that Edison
Much light did spread —
But don't let his feet
Go to your head.

I DANCED WITH THE BELL OF THE BALL.

Why dance with a bell?
As everyone knows
The bells of the ball
Is the one with the beaux.



WHEN I GOT UP THIS MORNING, I WAS A LITTLE HORSE

We hope you didn't mean
What you just said.
Put that horse in your throat,
And not in your bed.

LEARN . . .

To Think Straight

ALEXANDER used to be a sucker for advice. He'd do everything suggested by the advertisements he read.

One day he saw a picture of a young man being frowned upon by a young lady. The next picture showed the young man buying a Macadam hat. In the third picture the young lady was smiling happily — now that the young man had come to see her in a Macadam hat. So Alex bought a Macadam hat for himself and made a date with a girl. But Alex didn't have as much luck as the young man in the advertisement. The girl married another guy the next week.

Alex bought some Chickendown face powder for his sister. He had read this ad: "Lady Celia Fubbs, a popular young Englishwoman, uses Chickendown face powder exclusively. You, too, can achieve glamor and popularity by using Chickendown." But Alex waited in vain for his sister to become popular and glamorous. The powder had no effect at all.

One winter Alex read about a girl newspaper reporter who took a Marter headache pill, and then scooped all the other papers in her city on a sensational story. So, although Alex seldom had headaches, he took pills regularly to help him do something sensational. Unfortunately he never reached such heights.

It took several years for Alex to realize that a girl didn't like a young man because of the hat he wore, that

popularity wasn't the result of using a certain brand of powder, and that taking headache pills didn't ensure a successful business career.

But Alex did learn. Nowadays he realizes that good taste in clothes is important in winning a gal. He doesn't expect to appear for a date in a squashed and moth-eaten hat, or in a tattered suit. But Alex also knows now that:

1. Macadam is *one kind* — but *not* the only kind — of hat that is good looking.

2. Wearing a handsome hat is *one way* — but *not* the only way — to show good taste in clothes.

3. Showing good taste in clothes is *one way* — but *not* the only way — for a young man to win his gal.

How foolish Alex had been to jump to the conclusion that wearing a Macadam hat was the *only reason* for a young man's success with the girls. He blushes to think of it.

Alex knows the importance of good grooming for one's appearance and so for popularity. But after he arranges the facts in the one, two, three order above, he realizes that using a certain kind of powder is not the *whole reason* for one's popularity.

Alex understands that a fellow should be in good health to do his work well. But he realizes now that (1) there are many brands of headache pills, (2) taking headache pills is a small part of keeping in good health, (3) health is one reason, but not the *only reason*, that people are successful in their jobs.

Whenever anyone states a reason for something, Alex asks: Is it really a reason, and is it the *only reason*? Alex has learned to think straight.



HOW'S THAT AGAIN?

By SLIM SYNTAX

FOR several weeks our class has debated the correct answer to the following question:

Like (*they, them*), we have learned the traffic rules.

The reasons of both sides seem logical, but one is wrong. As I have read your column, I hit upon the idea of seeking your answer. Our class decided that your decision will settle the argument.

Virginia Amaraso,
Donora, Pa.

Your sentence should read: Like *them*, we have learned the traffic rules.

The explanation is simple:

(1) *Like*, here, is a preposition.

(2) Prepositions take the *objective* or *accusative* case.

(3) *Them* is the objective case.

If you wanted to use *they*, then you'd have to change the sentence somewhat:

We have learned the traffic rules *as they* have.

As, here, is a conjunction introducing a subordinate clause. *They* is the subject of *have*.

The problem of *like* and *as* confuses many persons. This might be a good place to clear it up. Here are two convenient rules that ought to help you in deciding where to use *like*.

A. If you can use *as*, *as if*, or *as though* instead of *like*, then *like* is incorrect.

Examples:

1. Do it like I do. (Incorrect.)
Do it as I do. (*As* makes sense here, so *like* is out.)

2. He acts *like* he had been stunned. (Incorrect.)
He acts *as if* he had been stunned. (*Like* doesn't belong here, either.)

B. You can use *like* when it means any one of the following: *resemblance*, *in a manner similar to*, *inclined to*, *similar to*.

Examples:

1. He looks like me. (*Resembles* me. You can't substitute *as* here.)

2. This book is like mine. (*Similar to*. *As* won't do here either.)

3. He ran like a horse. (*In a manner similar to*. *As* a horse? Nothing doing.)

4. I feel like going home. (*Inclined to*.)

Like has other uses — but these don't apply here.

Correctly Speaking

THE following types of errors in speech are due to just one thing: simple carelessness or sloppy, slovenly pronunciation.

In these words or expressions, it isn't just a matter of adding sounds that don't exist or of omitting sounds that should be heard or of slurring certain sounds. It's a little more complicated.

Never Say	You Should Say
awri	all right
gonna	going to
shoont	shouldn't
wont	wouldn't
movin'	moving pictures
pitchers	
gimme	give me

lemme	let me
jist, jess	just
sumpin'	something
jeet?	Did you eat?
ahm	I'm
lez go	let's go
cood-ja?	could you?
dint-choo?	didn't you?
dont-cha?	don't you?
awdduh	ought to
waja meen?	What do you mean?
should uh	should have

You get the point, don't you? This is the kind of "fouled-up" speech that is sure to get you and keep you in the dog-house.

Now don't go haywire and pronounce every word syllable by syllable. That isn't natural or attractive either. In normal speech, we tend to shorten certain sounds as in *going to* (*going tuh*) or *can't you* (*can't ya or yuh*). But that's quite different from saying *can choo* or *gonna*, isn't it?



QUESTIONS AND QUIZZES TO SEE IF YOU'RE "WHIZZES!"

YOUR "NOSE FOR NEWS"

Can you discover interesting facts about people when you're talking to them? Can you follow up the hints they drop? Try these situations:

1. You've received brief "yes's" and "no's" to all the questions you asked Red, so you:

(a) describe your hobby to him, then ask about his.

(b) keep asking questions.

(c) stop talking and wait for him to say something.

2. When Clive says that he plans to go hosting next summer, you reply:

(a) "Gosh, that's something I've always wanted to do!"

(b) "My brother had a wonderful time hosting last year!"

(c) "Great idea! Have you mapped out your route yet?"

3. Sis mentions that she had to make a spur-of-the-moment speech in class yesterday. You ask:

(a) "Did the class like your speech?"

(b) "Were you graded on it?"

(c) "What did you do — go through the floor?"

CAN YOU TALK STRAIGHT?

Is your vocabulary a solid, three-dimensional one? Test its length, width and depth on this group of quizzes:

A. For each of the following sentences can you find a lively, descriptive verb that will be an improvement on the italicized phrase?

1. She *thoughtlessly* gave out the secret.

2. He *made cracks* at me.

3. The car *suddenly moved* to the other side of the road.

B. In Column A (below) you'll find pairs of words often confused with each other. A synonym for each word is listed in Column B. If you can't match the lists correctly, a dictionary session is in order to clear the fog from these "wooly words."

Column A

1. martial

2. marital

3. affect

4. effect

Column B

a. influence

b. ethical

c. equipment

d. military

- | | |
|-------------|-------------------|
| 5. morale | e. raw substances |
| 6. moral | f. matrimonial |
| 7. material | g. result |
| 8. matériel | h. state of mind |

C. Stretch your vocabulary by putting familiar words to new uses. Each pair of sentences (below) can be completed with the same word. Try to complete A before you look at B.

1. (a) We will _____ the storm.
(b) We're in for a spell of rainy _____.

2. (a) I don't _____ to his opinions.
(b) I'd like to _____ to that magazine.

3. (a) Don't _____ your mind with unnecessary worries.
(b) Let's _____ the horses and go riding.

WORD CHESS

How many four-letter words can you form by combining two two-letter words in touching squares? Start anywhere and move one square in any direction. Our experts found twelve words.

SO	ME	TO
LO	AT	AD
BE	AN	GO

Answers in Teachers Edition



IF your "nose for news" is a sharp one, some day you may use these newspaper expressions on the job. But even if you don't choose newspaper work as a career, you'll want to know these terms. They'll give you a clearer understanding of your daily paper; they'll help you translate the dialogue in those movies about fast-talking reporters! Our scene: the newsroom of a large city paper. The players: Ed Herbert, cub reporter, and Clark Steiner, city editor.

CLARK: Think you can get any *spot news* on that police investigation story you turned in this morning, Ed?

ED: No word on it yet, chief, but I'll keep checking.

CLARK: Good. By the way, that was a good story you turned in on the Pearl Street fire when you were on the *dog-*

watch the other night. Too bad we had to *bury* it in the second section.

ED: Well, I really sweated that one out before I signed "*thirty*." I got a bang out of seeing it in print. It's a pleasure to be graduated from the job of *leg man* on that routine courthouse *beat*.

CLARK: Yes, but don't forget that it's as important to cover routine news as to get a *scoop* or to have your story rate a *streamer*.

ED: I know, but most of that stuff from the courthouse was only good for *fillers*.

(Phone rings.)

CLARK: City desk . . . yes . . . o. k., that sounds good. I'll switch you to a *rewrite man*. (Hangs up.) Good story coming in on the mayor's press conference. I'm going to *kill* the tax story on page 1 and use this instead. Ed, will you call the *morgue* for a copy of the mayor's last speech? We'll need it for background material on this story.

spot news — up-to-date, immediately reported news.

dogwatch — the skeleton staff which stays on duty after the last edition of

the paper has gone to press (also called the *lobster shift*).

bury — place a story in an inconspicuous spot in the paper.

"*thirty*" (or "30") — a term placed at the end of a story to show that it is completed. Sometimes the "end sign"—#— is used instead.

leg man — reporter who collects news items or covers a *beat* and telephones his news to the office.

beat — route of news sources which a reporter covers regularly.

scoop — story obtained by a reporter before it is gotten by any of his competitors.

streamer — headline in large type running across the top of the first page (also called *banner*).

filler — story with little "news value," used to fill space.

rewrite man — reporter who writes stories on information telephoned in by *leg men*; or who rewrites stories sent in by correspondents or local reporters.

kill — strike out a story, or part of a story.

morgue — library where a newspaper keeps its reference file of stories, biographies, pictures, etc.



Harris & Ewing

SECRETARY AND MRS. GEORGE C. MARSHALL

WHO'S IN THE NEWS

Soldier in Diplomacy

Upon a man utterly devoted to his nation's welfare has fallen one of the gravest tasks of the postwar world. He is General of the Army George Catlett Marshall, whom President Truman recently chose as Secretary of State. The 66-year-old former Army Chief of Staff succeeds James F. Byrnes, who retired because of ill health.

General Marshall, who forged American military might in wartime, now accepts the challenge to mold the United States part in peace. He took office less than a month before the scheduled

signing of peace treaties with the lesser enemies on February 10. One month after that, Big Four discussions of the German and Austrian peace treaties are scheduled to begin. For these negotiations Marshall carries with him worldwide admiration and respect. He attended the Big Three meeting and worked closely with British, Russian, and other Allied leaders.

He takes the chief position in a Democratic President's Cabinet, and must deal with a Republican Congress. But Secretary Marshall has had experience with congressmen hostile to his views before this. He faced a five-day barrage of questions last year from the Pearl Harbor investigating committee with extreme patience and self-restraint. Yet his nomination as Secretary of State won immediate and unanimous approval in the Senate.

The announcement of the Virginia General's appointment came as he was leaving China after a year's attempt to bring peace between the opposing groups there. In his report to the American people on the Chinese situation, Marshall called upon liberal elements among both the Chinese Communists and the National Government to work together for a united China. He saw little chance of peace there by any other means.

Before he was sent to China as President Truman's special envoy, Marshall had planned to retire to his Leesburg, Virginia, farm. (See *Senior Scholastic*, Nov. 11, 1946, page 9, for his biography.) He and Mrs. Marshall will now live

there within driving distance of nearby Washington. But the new Secretary of State may have to wait a while before he gets a chance to prune his trees and grow sweet corn.

Chairman from Down Under

In Australian foreign affairs Norman J. O. Makin has scored a couple of notable "firsts." He was the first chairman of the United Nations Security Council, in January, 1946. Under the Council's alphabetical, rotating system, he is now completing his second term as chairman.

Makin (pronounce it MAY-kin) is also the first Australian Ambassador to the U. S. Last April the U. S. and Australia strengthened their diplomatic ties. Instead of maintaining legations, they decided to establish higher-ranking embassies in each other's countries.

The 57-year-old Australian is a slightly-built man with a stern and dignified manner. A long-time supporter of his country's Labor government, Makin is the son of poor parents who emigrated from England. He had to leave school at 13. His job in a book shop started an interest in books which he has never lost.

The South Australian was first elected to the Australian parliament when he was 29, and served there for 27 years. Married and with two sons, Makin is a Methodist lay preacher, and does not hesitate to speak up strongly at the Security Council table.

Legendary President

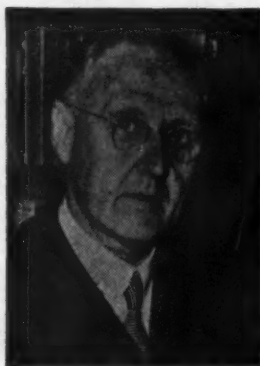
Viet Nam is the Indo-Chinese republic now fighting against France. Viet Nam's leader is Ho Chi Minh. But Ho is so little known to the outside world that almost completely contradictory stories of his life and beliefs have appeared. These reports resemble a multiple-choice quiz, and you can take your choice of the answers:

He: (1) is a Communist; (2) opposes the Communists in his own cabinet; (3) thinks Communism can wait a while.

He: (1) has had 20 different names and is 50 years old; (2) has had 500 names and is 55 years old.

He started his revolutionary career: (1) in Indo-China as a messenger for anti-French secret societies; (2) during the Russian revolution; (3) in the Chinese revolution.

There is general agreement that President Ho has traveled throughout the world, speaks six languages, and is proud of his old-timer's goatee.



Australian Info. Bureau

NORMAN J. O. MAKIN



Press Assn.

HO CHI MINH

THE MARCH OF

France — Britain Join Hands

What Happened: Britain and France have agreed to conclude a political and military alliance at the earliest possible moment. Its object is to prevent any further aggression by Germany and to preserve peace and security. The announcement was made by British Prime Minister Clement Attlee at the conclusion of a two-day conference with former French President-Premier Leon Blum.

It is expected that the alliance will be for a period of 20 years. It will probably provide for mutual military assistance in the event of a new attack by Germany on either country. Both the United States and Russia have been notified of the decision. The treaty will be drafted to fit into the framework of Article 52 of the United Nations Charter, which governs regional arrangements.

"It was recognized," the statement declared, "that the two countries, having been twice attacked by Germany in a period of twenty-five years, have an equal interest in protecting themselves against a fresh German menace."

What's Behind It: Though it came as a surprise, the announcement of a proposed Anglo-French military alliance seems logical. Had there been such an

alliance after World War I, some historians believe that World War II would have been prevented.

At present there are similar military pacts (1) between Britain and Russia (signed in May, 1942) and (2) between France and Russia (signed in December, 1944). The Anglo-French pact would complete a London-Moscow-Paris triangle.

Helping Hand to Italy

What Happened: Italian Premier Alcide de Gasperi's visit to the United States paid off. It paid off to the tune of \$100,000,000. That is the amount of credit extended by the Export-Import Bank to Italy for imports from this country. The money is to be made available immediately for the purchases of urgently needed food and for raw materials to keep Italian industries going.

In addition, the United States Government diverted in mid-ocean six wheat-laden American ships from Bremen, Germany to Italian ports. The action was taken to ease the acute food shortage in Italy which has already led to many hunger riots.

The U. S. Treasury also paid the Italian government \$50,000,000 for services and supplies used by American

armed forces in Italy during the war.

Before his departure the Premier expressed the hope that Italy will once again play an important role in a peaceful and prosperous world.

What's Behind It: To get on her industrial feet again, Italy needs, according to Premier de Gasperi's estimate, more than \$800,000,000 in loans and relief this year. Though the American credit runs short of that figure, it is considered sufficient to keep the wolf away from Italy's door during the winter months.

Better Neighbors

What Happened: The Good Neighbor policy means friendship and cooperation among the nations of North and South America. Nelson A. Rockefeller and his four brothers, sons of millionaire John D. Rockefeller, Jr., have given new meaning to the Good Neighbor idea. They have formed a \$3,000,000 corporation to improve agricultural conditions in Brazil. The organization is to be known as the International Basic Economy Corporation.

As explained by Mr. Rockefeller, his project is aimed at raising the standard of living in Brazil and, eventually, in other countries. Both American and Brazilian capital will be asked to finance the Corporation. He said that his organization would first operate in Southern Brazil and that he hoped that later its activities will be extended to at least one other Latin American country.

The functions of the Corporation will be (1) production of high-grade seeds; (2) supply of phosphate-fertilizers; (3) furnishing of trucks and other vehicles for transportation; (4) increased production of fresh vegetables; and (5) raising of swine (which previously has been handicapped by the lack of vaccines against cholera).

What's Behind It: This is a concrete example of how the United States can help its neighbors. It is undoubtedly worth more to our neighbors (in this case, Brazil), than all the well-meaning speeches by politicians about the need for international friendship. Being a rich and technically-advanced nation, the U. S. can and should share its knowledge and technical know-how with countries less fortunate. That's the surest way of making friends and pre-



Press Association

Italian Premier Alcide de Gasperi and his daughter, Maria Romana, got a special welcome from New York garment workers, many of Italian descent.

EVENTS

serving peace. It will also go a long way toward disproving accusations of "Yankee imperialism" below the Rio Grande.



French Press and Information Service
VINCENT AURIOL

New President for France

The first President of the new-born Fourth French Republic is the 62-year-old Socialist leader, Vincent Auriol. He was elected by a joint session of the two houses of Parliament — the National Assembly and the Council of the Republic — at the historic Palace of Versailles. Winning on the first ballot, M. Auriol received 452 votes out of 883 cast — ten more than the required majority. He had the support of the Socialist and Communist members.

Safety in the Air

What Happened: The newspaper headline, "Plane Crashes, Several Passengers Killed," has appeared often enough lately to scare away large numbers of air line travelers. It has also aroused Congressional interest in the safety of our airlines.

The Senate Commerce Committee started an investigation by quizzing members of the Civil Aeronautics Board. The CAB, and the related Civil Aeronautics Administration, are Government agencies supervising all U. S. air transportation. James M. Landis, CAB chairman, reported that safety devices developed during the war could improve the situation immediately. But many of these devices, such as airborne radar sets, are very expensive.

What's Behind It: Despite the numer-

ous streamer headlines recently, the figures show that domestic air travel was nearly twice as safe in 1946 as in 1945. The number of fatal injuries was about the same, but in 1946 twice as many passenger miles were flown. But Congress, the airlines, and the public are becoming more and more concerned about further accident reduction.

In Union There Is Strength

What Happened: The War and Navy Departments, already experienced in making war, have decided to make peace between themselves. This is the result of agreement between Secretary of War Robert P. Patterson and Secretary of the Navy James Forrestal. They have agreed on a method to unify the control of our Army and Navy.

Army and Navy "brass" have been at odds with each other on the issue of armed forces unification ever since it was proposed more than a year ago. Last June, President Truman asked the two Secretaries to work out their differences. The present compromise is a result of their efforts. But before the unification takes effect, it must be submitted to and approved by Congress.

The compromise submitted by Secretaries Patterson and Forrestal calls for a single Secretary of National Defense. A separate Department of the Air Forces would be established. The Army, Navy and Air Forces would each



Carmack in Christian Science Monitor

Which Way to Turn?

have a military chief of staff and a civilian Secretary. The three Secretaries would be responsible to the Secretary of National Defense. Each of the three armed forces departments would be administered as an individual unit.

Final authority would rest with the Secretary of National Defense. He would also control the work of a joint Council of National Defense, a National Security Resources Board, and a Central Intelligence Agency (which is already in operation).

What's Behind It: Early and favorable Congressional action was predicted for armed forces unification, now that the Army and Navy have come to terms. Such action is simplified this year because, under the Congressional Reorganization Act, the Congress has already set up over-all military committees in each chamber.

(More news on next page.)

MEN AT WORK: LEADERS OF THE EIGHTIETH CONGRESS

The House

Speaker—Joseph W. Martin, Massachusetts
Republican Floor Leader—Charles Halleck, Indiana
Democratic Floor Leader—Sam Rayburn, Texas
Republican Whip—Leslie C. Arends, Illinois
Democratic Whip—John McCormack, Massachusetts

The Senate

President *pro tempore*—Arthur H. Vandenberg, Michigan
Republican Floor Leader—Wallace H. White, Maine
Democratic Floor Leader—Alben Barkley, Kentucky
Republican Whip—Kenneth Wherry, Nebraska
Democratic Whip—Lister Hill, Alabama

Chairmen of principal committees (all Republicans)

Appropriations—John Taber, New York
Ways and Means—Harold Knutson, Minnesota
Foreign Affairs—Charles A. Eaton, New Jersey
Armed Services—Walter G. Andrews, New York

Appropriations—Styles Bridges, New Hampshire
Finance—Eugene D. Milliken, Colorado
Foreign Relations—Arthur H. Vandenberg, Michigan
Armed Services—Chan Gurney, South Dakota

A Score Against Infantile

What happened: Your contribution to the just-completed March of Dimes campaign against infantile paralysis may have helped to do the trick. "The trick" was the laboratory development of the infantile paralysis virus in an 80 per cent pure state.

A virus is the actual poison of an infectious disease. When it is isolated (obtained in its pure state), it can be used as an injection to prevent disease. Vaccination, for instance, is the injection of a tiny quantity of smallpox virus which will make you safe from smallpox.

The 80 per cent pure infantile virus was developed by Dr. Hubert S. Loring and Dr. C. E. Schwerdt at Stanford University, California. It may be some time before the virus can be used as a preventive. But it is one of the greatest strides yet made in the baffling fight against infantile.

Funds for the Stanford experiments were provided by the National Foundation for Infantile Paralysis. The Foundation is just completing its tenth annual March of Dimes fund-raising drive. Its goal this year was \$24,000,000, far higher than any previous year.

What's Behind It: The National Foundation started its annual drives in 1938, on the birthday of President Roosevelt, who was an infantile paralysis victim. The work of the Foundation has continued and expanded since Mr. Roosevelt's death.

Sixty million dollars has been collected up to this year. Half of this money remains in the communities where it is collected for treatment and care of infantile paralysis sufferers. Twelve million dollars has been used for education and research, as at Stanford University.

The year 1946 saw one of the worst infantile epidemics this country has ever suffered. There were more than 25,000 cases, 85 per cent of them children under 15.

United Nations News



PUBLISHED IN THE INTERESTS OF A BETTER WORLD

United Nations seal

WANTED: Ten architects to design the international skyscraper capital of the United Nations. Salary: \$5,000 for four months' work. Apply to Wallace K. Harrison, U.N. Director of Planning.

No such want ad was published in the newspapers. But an appeal was made by David Owen, acting Secretary-General of the United Nations. He asked the 54 member-states, besides the U. S., to submit names of outstanding architects to draw the plans of U.N.'s future home. The "ten-best" will remain in New York for four months and receive \$5,000 plus traveling expenses. They will work under Mr. Harrison, who is a noted New York architect.

The world capital is to be constructed between Forty-second and Forty-eighth Streets, along New York's East River, on property donated by John D. Rockefeller, Jr.

At U.N.'s old premises at Lake Success, business went on as usual. A new "star" appeared in the cast of the 11-member Security Council. He is Warren Robinson Austin who took over as permanent United States representative on the Council. A former U. S. Senator, Mr. Austin is a Vermonter, a Republican, and 68 years old.

In his first speech, he appealed to the Security Council to postpone until February 4 all discussion of international atomic control and other provisions of the General Assembly's disarmament resolution. He made the plea on the ground that he himself was a "freshman." He said that more time was needed to consider the question because of the recent resignation of Secretary of State James F. Byrnes.

The Security Council previously voted



International

W. K. Harrison will direct architects of U. N. skyscraper headquarters.

to assume responsibility for guaranteeing the independence of the Free Territory of Trieste. The vote was 10 to 0, with Australia not voting. This action is in accordance with the statute of Trieste (part of the Italian peace treaty) which was approved at the recent meeting in New York of the Big Four Council of Foreign Ministers.

The statute provides that the U. N. Security Council shall have the responsibility to maintain public order in the Free Territory. The "Free Territory" consists of the port of Trieste and nearby areas which were detached from Italy by the terms of the Italian peace treaty. It is also the duty of the Security Council to appoint a Governor of the Free Territory. This is a delicate task, since both the Italian and the Yugoslav governments have to be consulted on the appointment, and they find it difficult to agree.

"HERE AND THERE"

Getting Your Teeth in It. Wait a minute, wait a minute, you're doing it *all wrong!* A dental professor at Tufts College, Boston, tells us that orange juice should be consumed last at breakfast, not first. In that way, it serves as a mouth cleanser all morning. The professor adds that Russians, Chinese, and Portuguese have good teeth, while English, Scots, Irish, Canadians and Americans generally have poor teeth.

The Great White Father Didn't Forget. In his 1,628-page budget message to Congress, Mr. Truman dealt with a few things besides atomic energy and the national debt. For instance, he said that Uncle Sam will pay the Choctaw Indians for a blacksmith. That was a provision in an 1820 treaty which is still in force today. But the last pensioner from the war of 1812 died last year, so there will be a saving on veterans' pensions.

A Fish Story, and No Kidding. On one of her first postwar trips to England,

the United States liner *America* found she couldn't reach her usual speed. The problem had her engineers baffled, until the ship docked at Southampton. Then the engineers discovered that four tons of herring had been accidentally picked up by the scoops in the ship's bottoms. The scoops, normally used to take in sea water for cooling the ship's engines, had run afoul a large school of unfortunate fish. Once the fish were discovered as stowaways, it took five hours to dislodge them and give them the heave-ho.

By Maureen Daly

Sixteen

NOW don't get me wrong. I mean, I want you to understand from the beginning that I'm not really dumb. I know what a girl should do and what she shouldn't. I get around. I read. I listen to the radio. And I have two older sisters. So, you see, I know what the score is. I know it's smart to wear tweedish skirts and shaggy sweaters with the sleeves pushed up and pearls and ankle-socks and saddle shoes that look as if they've seen the world. And I know that your hair should be long, almost to your shoulders, and sleek as a wet seal, just a little fluffed on the ends and you should wear a campus hat or a dink or else a peasant hankie if you've that sort of face. Properly, a peasant hankie should make you think of edelweiss, mist and sunny mountains, yodeling and Swiss cheese. You know, that kind of peasant. Now, me, I never wear a hankie. It makes my face seem wide and Slavic and I look like a picture always in one of those magazine articles that run—"And Stalin says the future of Russia lies in its women. In its women who have tilled its soil, raised its children." Well, anyway, I'm not exactly too small-town either. I read Winchell's column. You get to know what New York boy is that way about some pineapple princess on the West Coast and what Paradise pretty is currently the prettiest. It gives you that cosmopolitan feeling. And I know that anyone who orders a strawberry sundae in a drugstore instead of a lemon coke would probably be dumb enough to wear colored ankle-socks with high-heeled pumps or use Evening in Paris with a tweed suit. But I'm sort of drifting. This isn't what I wanted to tell you. I just wanted to give you the general idea of how I'm not so dumb. It's important that you understand that.

You see, it was funny how I met him. It was a winter night like any other winter night. And I didn't have my Latin done either. But the way the moon tinsel the twigs and silverplated the snow drifts, I just couldn't stay inside. The skating rink isn't far from our house—you can make it in five minutes if the sidewalks aren't slippery, so I went skating. I remember it took

me a long time to get ready that night because I had to darn my skating socks first. I don't know why they always wear out so fast—just in the toes, too. Maybe it's because I have metal protectors on the toes of my skates. That probably is why. And then I brushed my hair—hard, so hard it clung to my hand and stood up around my head in a hazy halo.

My skates were hanging by the back door all nice and shiny for I'd just gotten them for Christmas and they smelled so queer—just like fresh smoked ham. My dog walked with me as far as the corner. She's a red Chow, very polite and well-mannered, and she kept pretending it was me she liked when all the time I knew it was the ham smell. She panted alongside me and her hot breath made a frosty little balloon balancing on the end of her nose. My skates thumped me good-naturedly on the back as I walked and the night was breathlessly quiet and

the stars winked down like a million flirting eyes. It was all so lovely.

I had to cut cross someone's back garden to get to the rink and last summer's grass stuck through the thin ice, brown and discouraged. Not many people came through this way and the crusted snow broke through the little hollows between corn stubbles frozen hard in the ground. I was out of breath when I got to the shanty—out of breath with running and with the loveliness of the night. Shanties are always such friendly places. The floor all hacked to wet splinters from the skate runners and the wooden wall frescoed with symbols of dead romance. There was a smell of singed wool as someone got too near the glowing isinglass grin of the iron stove. Girls burst through the door laughing with snow on their hair and tripped over shoes scattered on the floor. A pimply-faced boy grabbed the hat from the frizzled head of an eighth grade blonde and stuffed it into an empty galosh to prove his love and then hastily bent to examine his skate strap with innocent unconcern.

It didn't take me long to get my own skates on and I stuck my shoes under the bench—far back where they wouldn't get knocked around and would be easy to find when I wanted to go home. I walked out on my toes and



ABOUT THE AUTHOR

Ten years ago Maureen Daly was a high school senior—and already a nationally-known short story writer. Her story *Sixteen* had won first prize in the short story division of Scholastic Awards, sponsored by *Scholastic Magazines*. It was reprinted in the *O. Henry Collection of Best Short Stories for 1938*. It has since appeared in magazines, newspapers, and textbooks, and has been adapted for radio. At twenty Maureen was writing a column for teen-agers which was syndicated in a dozen newspapers. The same year her novel, *Seventeenth Summer*, won the Dodd, Mead Intercollegiate Literary Fellowship. It became a best-seller. Maureen is now an associate editor of the *Ladies' Home Journal*. She is an Irish-born



Maureen Daly

lass whose parents came to the U. S. when she was two years old and settled in Wisconsin. She made her reputation by writing about what she knew—her teen-age hopes and experiences.

the shiny runners of my new skates dug deep into the sodden floor.

It was snowing a little outside—quick, eager little Lux-like flakes that melted as soon as they touched your hand. I don't know where the snow came from for there were stars out. Or maybe the stars were in my eyes and I just kept seeing them every time I looked up into the darkness. I waited a moment. You know, to start to skate at a crowded rink is like jumping on a moving merry-go-round. The skaters go skimming round in a colored blur like gaudy painted horses and the shrill musical jabber reechoes in the night from a hundred human calliopes. Once in, I went all right. At least after I found out exactly where that rough ice was. It was "round, round, jump the rut, round, round, round—."

And then he came. All of a sudden his arm was around my waist so warm and tight and he said very casually, "Mind if I skate with you?" and then he took my other hand. That's all there was to it. Just that and then we were skating. It wasn't that I'd never skated with a boy before. Don't be silly. I told you before I get around. But this was different. He was a smoothie! He was a big shot up at school and he went to all the big dances and he was the best dancer in town except Harold Wright who didn't count because he'd been to college in New York for two years! Don't you see? This was different.

At first I can't remember what we talked about, I can't even remember if we talked at all. We just skated and skated and laughed every time we came to that rough spot and pretty soon we were laughing all the time at nothing at all. It was all so lovely.

Then we sat on the big snow bank at

the edge of the rink and just watched. It was cold at first even with my skating pants on, sitting on that hard heap of snow, but pretty soon I got warm all over. He threw a handful of snow at me and it fell in a little white shower on my hair and he leaned over to brush it off. I held my breath. The night stood still.

The moon hung just over the warming shanty like a big quarter slice of muskmelon and the smoke from the pipe chimney floated up in a sooty fog. One by one the houses around the rink twinkled out their lights and somebody's hound wailed a mournful apology to a star as he curled up for the night. It was all so lovely.

Then he sat up straight and said, "We'd better start home." Not, "Shall I take you home?" or "Do you live far?" but "We'd better start home." See, that's how I know he wanted to take me home. Not because he *had* to but because he *wanted* to. He went to the shanty to get my shoes. "Black ones," I told him. "Same size as Garbo's." And he laughed again. He was still smiling when he came back and took off my skates and tied the wet skate strings in a soggy knot and put them over his shoulder. Then he held out his hand and I slid off the snow bank and brushed off the seat of my pants and we were ready.

It was snowing harder now. Big, quiet flakes that clung to twiggy bushes and snuggled in little drifts against the tree trunks. The night was an etching in black and white. It was all so lovely I was sorry I lived only a few blocks away. He talked softly as we walked as if every little word were a secret. "Did I like Harry James, and did I plan to go to college next year and

had I a cousin who lived in Appleton and knew his brother?" A very respectable Emily Post sort of conversation and then finally—"how nice I looked with snow in my hair and had I ever seen the moon so close?" For the moon was following us as we walked and ducking playfully behind a chimney every time I turned to look at it. And then we were home.

The porch light was on. My mother always puts the porch light on when I go away at night. And we stood there a moment by the front steps and the snow turned pinkish in the glow of the colored light and a few feathery flakes settled on his hair. Then he took my skates and put them over my shoulder and said, "Good-night now. I'll call you." "I'll call you," he said.

I went inside then and in a moment he was gone. I watched him from my window as he went down the street. He was whistling softly and I waited until the sound faded away so I couldn't tell if it was he or my heart whistling out there in the night. And then he was gone, completely gone.

I shivered. Somehow the darkness seemed changed. The stars were little hard chips of light far up in the sky and the moon stared down with a sullen yellow glare. The air was tense with sudden cold and a gust of wind swirled his footprints into white oblivion. Everything was quiet.

But he'd said, "I'll call you." That's what he said—"I'll call you." I couldn't sleep all night.

And that was last Thursday. Tonight is Tuesday. Tonight is Tuesday and my homework's done, and I darned some stockings that didn't really need it, and I worked a cross-word puzzle, and I listened to the radio and now I'm just sitting. I'm sitting because I can't think of anything else to do. I can't think of anything, anything but snowflakes and ice skates and yellow moons and Thursday night. The telephone is sitting on the corner table with its old black face turned to the wall so I can't see its leer. I don't even jump when it rings any more. My heart still prays but my mind just laughs. Outside the night is still, so still I think I'll go crazy and the white snow's all dirtied and smoked into grayness and the wind is blowing the arc light so it throws weird, waving shadows from the trees onto the lawn—like thin, starved arms begging for I don't know what. And so I'm just sitting here and I'm not feeling anything. I'm not even sad because all of a sudden I know. All of a sudden I know. I can sit here now forever and laugh and laugh and laugh while the tears run salty in the corners of my mouth. For all of a sudden I know, I know what the stars knew all the time—he'll never, never call—never.



EARLY PHONOGRAPH

SEEING HISTORY THROUGH AMERICAN ACHIEVEMENTS

THE PHONOGRAPH

FEBRUARY 11
100th ANNIVERSARY OF
THOMAS EDISON'S
BIRTH

1877 - EDISON EXPERIMENTING WITH THE PHONOGRAPH



WATCH. THIS DIAPHRAGM WILL PICK UP THE VIBRATIONS OF MY VOICE... THE MOVEMENT WILL MAKE THE LITTLE MAN SAW WOOD.

HE'S SAWING AS YOU TALK!

EDISON DESIGNS A NEW MODEL.

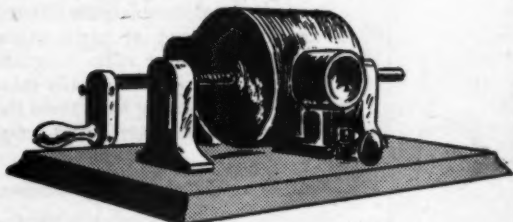
IF I CAN RECORD THE MOVEMENTS OF THE DIAPHRAGM, I CAN RECORD AND REPRODUCE THE HUMAN VOICE. BUILD ME A MODEL OF THIS DESIGN, JOHN.

YOU'RE A SMART MAN, MR. EDISON, BUT I WON'T BELIEVE THIS UNTIL I CAN HEAR IT.



WHAT A SURPRISE! IT WORKS!

EDISON'S ORIGINAL PHONOGRAPH: A RECORDING NEEDLE ATTACHED TO THE DIAPHRAGM MADE GROOVES IN THE TIN FOIL AROUND THE CYLINDER, TURNED BY HAND. BY RESETTING THE NEEDLE, THE RECORD COULD BE PLAYED BACK.

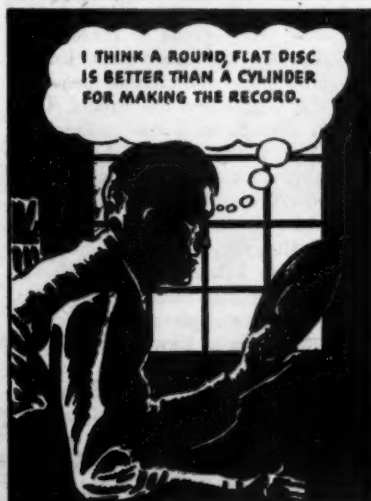


EDISON PUT ASIDE THE TALKING MACHINE TO WORK ON THE INCANDESCENT LAMP. IN 1887 HE AGAIN TURNED TO THE PHONOGRAPH.



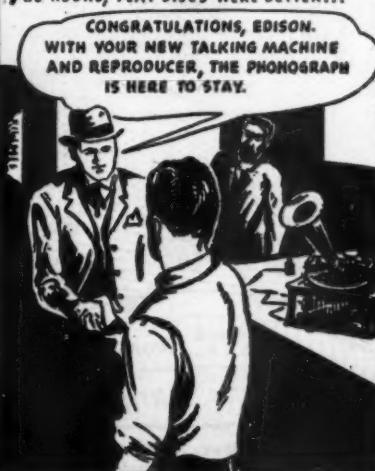
WON'T YOU STOP, MR. EDISON? YOU HAVEN'T BEEN TO BED FOR FIVE NIGHTS.

CAN'T STOP NOW, JUST A LITTLE MORE TIME AND THE WAX-CYLINDER, PHONOGRAPH RUN BY A BATTERY WILL BE FINISHED.

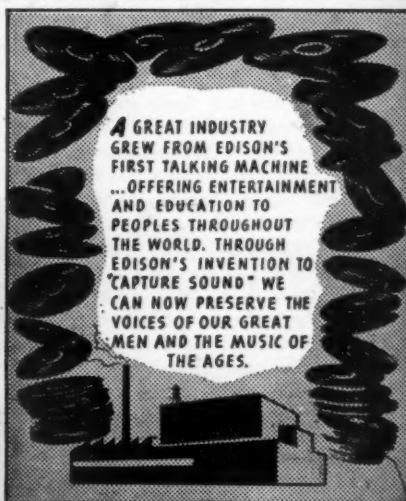


I THINK A ROUND, FLAT DISC IS BETTER THAN A CYLINDER FOR MAKING THE RECORD.

THE ROUND, FLAT DISCS WERE BETTER...



CONGRATULATIONS, EDISON. WITH YOUR NEW TALKING MACHINE AND REPRODUCER, THE PHONOGRAPH IS HERE TO STAY.



A GREAT INDUSTRY GREW FROM EDISON'S FIRST TALKING MACHINE... OFFERING ENTERTAINMENT AND EDUCATION TO PEOPLES THROUGHOUT THE WORLD. THROUGH EDISON'S INVENTION TO "CAPTURE SOUND" WE CAN NOW PRESERVE THE VOICES OF OUR GREAT MEN AND THE MUSIC OF THE AGES.

Beyond the Horizon

IN the desert of New Mexico, not far from the spot where the first atomic bomb exploded, scientists are shooting off rockets. These are no Fourth of July flares, but 46-foot monsters weighing 14 tons and more. They are German V-2 rockets, captured during World War II.

During the war, these rockets carried explosives 65 miles into the sky. They came down in a rain of death on Allied European countries. Today American technicians, with the aid of German scientists brought to this country since the war, are perfecting rockets that will soar 104 miles high.

War Rockets Serve in Peace

They hope to build a V-10, which German designers say can zoom 165 miles up. In a future war, these rockets might carry atom bombs aimed at enemy cities by remote control. But instead of explosives, today's rockets contain delicate instruments with which man hopes to solve this mystery: "What is the sky? What good is it?"

The sky (or, more scientifically speaking, the "atmosphere") is man's least explored, vastest, and possibly richest frontier. The atmosphere is a mixture of gases that surrounds the earth and stretches at least 250 miles into space.

Mt. Everest, highest peak on earth, is 5½ miles high. Present planes have risen 10½ miles, and others already designed may reach 12 miles. Humans in balloons have gone up nearly 14 miles. Sounding balloons have taken instruments to a height of 22 miles. Beyond lies the unknown horizon that rockets are exploring.

The gases making up the atmosphere are denser (more closely packed) near the earth, and thinner higher up. These gases are our unseen raw materials. Without them life would cease.

What's in the Air?

How do we use these gases? Man breathes oxygen and exhales carbon dioxide. Most plants do the opposite. The air is a great reservoir for the nitrogen that feeds plants. Oxygen and hydrogen combine to form water. There are also very tiny amounts of other gases which are useful, too. Helium won't burn and is very light, so it is used in most dirigibles. Everybody knows neon signs. Krypton and xenon have medical uses. The heavier gases, like oxygen, cling close to the earth. Since oxygen is necessary for burning, you could not light a candle four miles above the earth.

Scientists believe that the atmosphere has four "layers." Closest to the earth

is the "troposphere," about 10 miles thick. This layer with the next one, the five-mile-thick "ozone" layer, make up 95 per cent of the weight of the atmosphere. The "stratosphere" extends to about 40 miles above the earth's surface. Beyond is the "ionosphere." The ionosphere comprises only one per cent of the weight of the atmosphere, yet it is probably more than 200 miles thick.

Each of these layers is vital to man's welfare. All our weather is in the lower half of the troposphere. Beyond that are none of the rain, clouds, fog, and snow that we know on earth.

Without the narrow ozone layer, the earth would be burned to a crisp. This layer screens us from harmful ultra-violet rays but lets through other ultra-violet rays that are beneficial.

The stratosphere, where the air is thin and does not greatly resist moving bodies, may become the "main street" for future long-distance aviation.

The ionosphere is weird enough for

Buck Rogers. There, according to scientists, the sky looks dark in daylight. Absolute silence reigns. The reason is that the gas molecules which carry sound waves are very thin and far apart. All around are falling meteors that flash out as "shooting stars" and then fall into dust.

In this zone ultra-violet and other strange rays bombard the atoms of the air and knock off electrons. This process is called "ionization."

Why Radio Is Possible

Without this ionized layer, radio broadcasting would be impossible. Radio waves travel in a straight line. Because the earth's surface curves, radio waves would shoot right out into space and be lost, except for the fact that they cannot get through the ionized layer. The waves bounce back and your receiving set picks them up on the rebound.

Scientists have learned that long waves, used in long distance radio, bounce best from the lowest part of the ionosphere. Another section a little higher reflects the medium wave broadcasts which our commercial stations use. Short waves come back from the outer part of the ionosphere.

Ionization takes place mostly in the daylight, when the air particles are exposed to the direct rays of the sun. As a result, the ionosphere is quite different in the daytime and at night. These changes greatly affect radio reception. V-rockets may provide the daily information on the changing ionosphere that will make possible better radio listening.

Weather and Cosmic Ray Studies

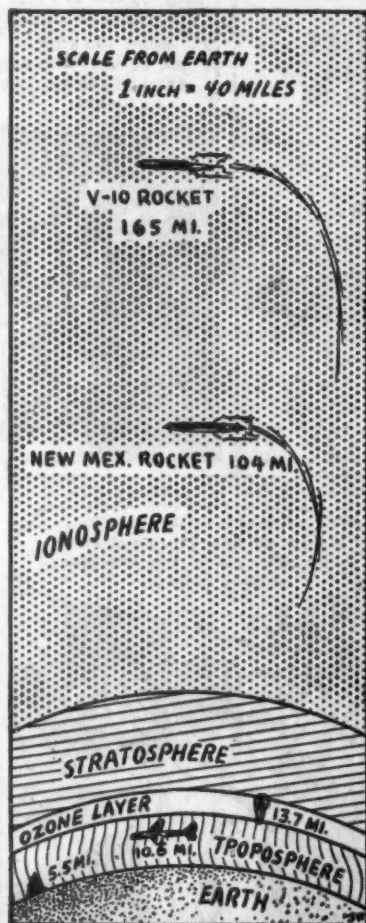
Better weather-forecasting is another purpose of the tests. "Storms" of electrons in the ionosphere affect the weather zone of the troposphere below.

The rocket scientists will also study cosmic rays, the most powerful rays we know. They probably come to us from the sun and other stars. Knifing through the atmosphere, they penetrate a third of a mile into the ground. They can go through solid lead shields that block the radio-active rays resulting from an atomic bomb explosion.

About 20 cosmic rays hit your body every second. Yet they are harmless. Perhaps they are beneficial.

If we can harness cosmic rays, science says, we will have the most tremendous source of power ever known.

The fireworks in New Mexico is also expected to result in improved methods of controlling and guiding rockets. Another problem is rocket fuel. Chemical fuels, such as alcohol and liquid oxygen, are not yet fully developed. But scientists are already thinking about atomic power for rockets.



THE ATMOSPHERE. Man's highest trips by land, plane, and balloon (see cut) look small, compared to flights of rockets into the ionosphere.

How did the ICE CUBE get here?

Next time the gang is over popping ice cubes into soft drinks, perhaps you'll want to consider where these handy little frozen cubes came from.

You see, many people can still remember when keeping food fresh and tasty was a problem. There were no handy electric refrigerators in which to store meats and milk, keep vegetables crisp and make delicious desserts.

Then came the early electric refrigerators which were big and complicated and expensive.

But General Motors thought that if improve-

ments could be made and a practical kitchen-size electric refrigerator produced at a reasonable cost, lots of mothers would welcome it.

Not just for ice cubes, but as a way to protect family health, make marketing easier, simplify kitchen work and add new convenience.

They knew it would take money. Money to develop the first model, money to make it safe, money for the plant in which to make it. But this seemed to fit with General Motors' idea of building "more and better things for more people" — so they went ahead.

A lot of bills had to be paid before the first Frigidaire refrigerator was put into a home. A lot of chances had to be taken before General Motors could be sure women wanted them enough to buy lots of them.

But General Motors took the chance. General Motors paid the bills out of its other earnings.

Because it was a prospering business, it could spare the money to develop improved products in big quantities for more people to enjoy. A major industry was under way — and many new jobs were made.

Frigidaire refrigerators are commonplace today — commonplace as ice cubes. And every electric refrigerator is a reminder that *the people profit too* when a business prospers.



*On the Air! HENRY J. TAYLOR,
Monday and Friday evenings,
over more than 300 Mutual stations,
coast to coast. Hear him!*

"MORE AND BETTER THINGS FOR MORE PEOPLE"
GENERAL MOTORS
*The People profit
when a Business prospers*

FRIGIDAIRE • GMC TRUCK & COACH • GM DIESEL • CHEVROLET • PONTIAC • OLDSMOBILE • BUICK • CADILLAC • BODY BY FISHER
DELCO • UNITED MOTORS SERVICE • AC SPARK PLUGS

POLITICIANS today are not regarded as highly by high school students as they were in 1944. More students look on politicians with cynical eyes; fewer believe politicians to be better than or equal to men and women engaged in other careers. These facts are disclosed in *Scholastic Magazines'* latest Institute of Student Opinion survey.

The poll is identical with one conducted in November, 1944. The percentage changes clearly indicate that the 86,581 students who participated in the recent poll are not as optimistic about politics as the 1944 students were.

Today 57 per cent believe that the ability, integrity, and character of men and women in politics are either as good or better than that of people engaged in other careers. Although this is more than half of the students voting, it is 4 per cent less than the 61 per cent of the student voters who took this attitude in 1944. Similarly, today 2 per cent more believe that politicians compromise with their convictions or actively enter into crooked deals. In 1944, 30 per cent believed this; this year, 32 per cent.

Would "Clean Up Politics"

Despite the fact that the students think less highly of politicians than they did in 1944, the same percentage in both polls—14 per cent—would consider a career in politics for themselves. Many of this group expressed their personal desires to improve the political situation.

"I do consider going into politics," commented one student, "for I am of the opinion that it can be honest and upright, and that if just ordinary, hon-

Students' Opinion of Politicians Shows Less Regard Than in 1944

est people get into office, the lot of everyone will be bettered."

Said another, "It's a good way to help people. Besides, I want to clean up politics."

Boys More Cynical

The Institute of Student Opinion is conducted under the auspices of *Scholastic Magazines* by the staffs of 1,615 high school newspapers representing all sections of the country.

The present survey discloses that the boys are more cynical toward politics than the girls. While 28 per cent of the girls feel that men and women in politics, on the whole, are motivated by laudable ambitions and are engaged in unselfish careers, only 19 per cent of the boys agree. These figures are comparable with those of 1944 when 28 per cent of the girls and 20 per cent of the boys agreed.

Another difference in the two polls is shown in the vote of those who believe that people of high calibre stay out of politics because of low salaries, insecurity, and dislike for "mud-slinging" tactics. In 1944, only 6 per cent believed this to be the case. This year the figure is 9 per cent.

Students vote by individual ballot in ISO polls and, after the vote has been taken, are interviewed by student re-

porters as to their reasons for voting as they did.

Students Give Reasons

The following are typical comments of students who feel that men and women in politics are either superior or equal to those in other careers:

"There are more upright, honest public officials than there are those who definitely put party loyalty before human or social welfare."

"Usually the job has nothing to do with whether a person is honest or dishonest. There are people in fields other than politics who are worse than a majority of politicians."

Representative opinions of those who deprecate politicians are the following:

"In order to keep his office a man must remain loyal to his party or it will oust him. Therefore, he compromises with his enemies against his better judgment to maintain good standing with his party heads."

"All the graft and bungling that goes along with most administrations gives me an opinion that is not very high of men and women in politics."

"It just isn't possible for men and women to gain in politics and still be honest, upright citizens. This has been proven conclusively by the number of political scandals."



He Takes the High Road

Out in South Dakota there's a fast-traveling chap who thinks nothing of commuting 120 miles to high school. Robert Beckman got his pilot's license on his 17th birthday and is using the plane his rancher-father bought him to take him to and from algebra classes.

No More Needle Noise

A new electronic device for eliminating needle scratching and other distracting noise in phonograph recordings was demonstrated recently in Waltham, Mass. Some Caruso records, made about 25 years ago and almost worn out from repeated playing, sounded like new when played on equipment using the new device. The device, called a

"Dynamic Noise Suppressor," is an invention of Hermon H. Scott.

By eliminating surface and recording noises, the noise suppressor enables listeners to hear many more instruments and many more musical notes on a record. The tinkle of castanets and triangles, inaudible without Scott's device, comes through clearly. And the absence of background noise makes it difficult to tell that the music is coming from records.

On the Hot Spot

Manufacturers have come up with a new use for sun lamps. They suggest that slightly scorched places on white shirts can be bleached white by dampening the scorched spot and leaving the shirt beneath the ultra-violet rays of a sun lamp for ten minutes. We suppose you might as well recline under it and acquire a sun tan while the shirt acquires a bleach. But if you should get a scorch, instead of a tan, just try dampening your scorched spot and sitting

under an iron for ten minutes. (Hey, we're joshing!)

Grey Matter Turns Green

Surgeons are making use of a new dye solution in brain operations. When injected into brain tissues, the solution dyes diseased tissues green, but healthy tissue remains white. This enables a surgeon to tell which part to remove. — R. C.

Safety Statue

Birmingham, Alabama, has a unique method of reminding motorists to drive more carefully. An electric torch installed in the hand of the city's giant statue of Vulcan glows red instead of the normal green for twenty-four hours after a fatal accident.

— ALLEN ALBRIGHT.

Have you heard of something that's "brand new"? We'll pay \$1 for any item used in this column. Address Allen Albright, "What's New" Editor, Scholastic Magazines, 220 East 42nd St., New York 17, N. Y. Please sign name, and home and school addresses.



FOR THIS *Summer's Vacation* a wonderful **NEW** Empire Builder

**Big news for teachers
who want a new travel experience
for this Summer's vacation!**

Great Northern Railway's fleet of streamlined **NEW EMPIRE BUILDERS** are the first new, postwar sleeping car-coach trains, and you'll love their many luxurious features. Plan now to travel on the **NEW EMPIRE BUILDER**, at least in one direction, on your trip to the Pacific Northwest and California.

Accommodations include: new style Day-Nite coaches with more spacious, restful seats at economy prices...modern luxury accommodations and cheerful recreation facilities, too...duplex

roomettes...modern bedrooms...drawing rooms...open sections...gay coffee shops...charming dining cars that offer Great Northern's famous food service.

The diesel-powered **NEW EMPIRE BUILDERS** have cut the running time to only 45 hours over the northern route between Chicago and Seattle and Portland. *They are in daily service.*

Don't miss traveling on the **NEW EMPIRE BUILDERS** on your 1947 trip to the Pacific Northwest and California. If you live in California or the Pacific Northwest, travel on these new luxury trains when going East. No additional fares on round trip railway tickets.

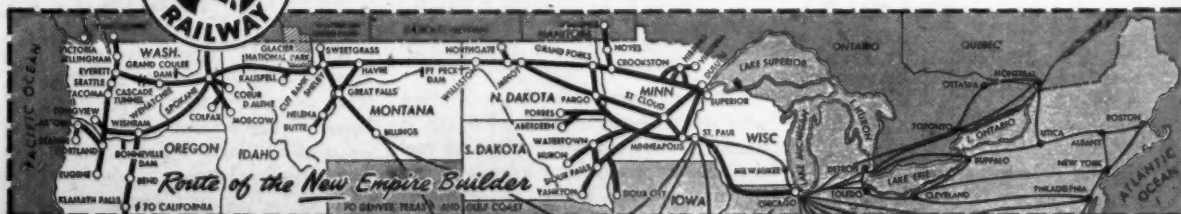


Day-Nite coach seats with new style leg rest allow you to stretch out—for greater comfort.

Serves the Best
of the
Great Northwest



V. J. KENNY, Passenger Traffic Manager
Great Northern Railway
St. Paul 1, Minnesota





This Jam Session on the subject of "THE IDEAL TEACHER" has topped all others in the number of students participating. More than 1700 individual entries were received; forty-five entire classes used the subject as a classroom assignment.

Students are in almost perfect agreement as to the qualities desired in a teacher. He or she must have a thorough knowledge of the subject taught; be fair and impartial, but firm in discipline; have a cheerful disposition and a sense of humor; be neatly and attractively dressed; be helpful and interested in the students.

Turnabout is fair play, so the subject for the next Jam Session will be: "THE IDEAL HIGH SCHOOL STUDENT." What are the personal qualities which make for success in high school—both in the classroom and in school life?

Students and teachers are invited to participate. Extra space will be devoted to Jam Session so that the opinions of both may be included.

Letters must be mailed *not later than February 15* to Gay Head, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y. If you do not wish your name printed, please say so, but all letters must be signed with name and school address in order to be eligible for publication.—Gay Head.

TODAY'S SUBJECT

The Ideal Teacher

My ideal teacher is my friend. I can discuss anything from political upsets to football games with him. In the classroom, he is respected and, in turn, he respects every student as an individual. He tries to understand problems, and treats most of his students as adults. Usually a teen-ager appreciates this and will work hard to act and think as an adult. Still, my ideal teacher remembers his own youth, (perhaps with a smile). He doesn't need to threaten his class to keep order, and he is able to laugh with the group. Lastly, but of primary importance, is the ability to present a subject in such a way that the students are eager to learn. My ideal teacher teaches because he likes "kids" and wants to help them. He has my complete respect; yet he is a "regular fellow."

Jill Raitt
Santa Monica (Calif.) H. S.

I like a teacher that can keep order without being a crab.

Jim Kirchmann
Sumner (Iowa) H. S.

Her blood, we think, is fiery ink;
Her face would flatter the missing link;

Her heart is as dry as a couple of books;

We just despise her very looks.

But all the "Grads" bless her memory stern,

For Brother! We learn, and learn,
and learn!

Mary Margaret Avis
Stonewall Jackson H. S.
Charleston, W. Va.

My ideal teacher is a person who knows something about subjects other than the ones he (or she) teaches; one who is up to date in his (or her) thinking, talking, and acting—not living in the past.

Glenn L. Ward
Winfield (Kan.) H. S.

I always notice the clothing of my teachers, how they fix their hair, make up, and, most of all, color schemes.

Georgie Peterson
Lorison (Md.) H. S.

Under the right kind of leadership any pupil can be successful. I think a teacher should be tolerant, good natured, and well versed in the subject he is teaching; and express his thoughts so that the pupil can understand him. His leadership, example, sympathy, and ideas will be the making of a good class, a good school, and good citizens.

Robert Spindler
East High Annex, Rochester, N. Y.

I like a teacher who is strict! One who will make you learn what she is teaching you and will make you feel that it is important; a teacher who can be humorous at times, and be able to take a joke; a teacher who can put

the smarties where they belong. A teacher who will teach a subject in a way that you can understand it, to be able to learn something.

Esther Fantz
Bremerton (Wash.) H. S.

My ideal teacher would be one who was never sarcastic, who had a sense of humor and kept up to date. I certainly dislike a teacher who will give you easy assignments the first part of the year and then the last part will give double assignments in order to get through the books.

Robert Huls
Beatrice (Nebr.) Jr. H. S.

First of all, she must be patient and understanding. She should have a pleasant personality, preferably with a sense of humor. She should help her students to seek the goals in life that are really worthwhile. An individual having these characteristics would not only be an ideal teacher, but would be an ideal person as well.

Bette Loehner
Lancaster (Ohio) H. S.

I think that an ideal teacher is one who makes lessons interesting enough to hold one's attention. I think she should organize the day's work so that most of it can be accomplished in class time. She should be fair to all and have no pets. She should have a sense of humor, be firm, and enforce discipline at the proper times, but never use sarcasm. She should be ready at all times to help a pupil with work he does not comprehend. She should gain the respect of her pupils by her conscientious attitude toward her work. In other words, she should have the patience of Job and the wisdom of Solomon!

Arthur Pierson
Durien (Conn.) Jr. H. S.

She should regard the student as an individual, and not just another head. Also very important is her sense of humor. I like a teacher who can bring up stories to make a point clear. I also like to see her laugh.

Elbrum Klein
Rock Island (Ill.) Sr. H. S.

BOY DATES GIRL

That's a popular subject—and it's the title of our most popular student feature which you will read in this magazine next issue, February 10. Jam Session is a part of our Boy dates Girl department and appears about once a month. In every other issue during the month this space is devoted to student questions and answers by Gay Head, our dating and personal guidance expert.

What do we talk about?

All sorts of problems in dating, family relationship, making friends, clothes and good grooming, popularity, etc.

Watch for "BOY dates GIRL" in next week's issue!

One who, when asked a question, tries to tell the student so that he will understand; he doesn't tell the student to "look it up!"

George Hobbs
Harrington (Del.) H. S.

My Ideal Teacher is a teacher whom I once had in grade school. She was the sweetest teacher and she had the nicest personality that anyone could have ever known. She always had a smile for you when you came into the class room. If you couldn't understand the lesson she assigned she came around helping you and helped you until you understood the lesson. She wasn't impatient and would not get angry with you if you could not get the lesson right away. She never laughed at anyone who made a mistake but corrected you in such a way that you wouldn't be embarrassed. Her assignments were seldom too long and, when they were, she would give us enough time to get them done in class. Her name was Miss Clark and she was my ideal teacher for she was good, sweet, kind, helpful, and thoughtful with every one.

Anna Zingaro
New Castle (Pa.) Sr. H. S.

In school this year I have had an ideal teacher and I will tell you about her.

She talks at the level of the class and not over their heads. She is interesting to listen to—and holds the attention of the class. She is friendly and understands students' problems. She is cheerful and tactful. She plays fair, knowing that every student has a different mind and a different way of thinking.

E. T. Mudd
Washington, H. S.
Los Angeles, Calif.

HIS NIBS by Roland COE



Worth getting up early for!

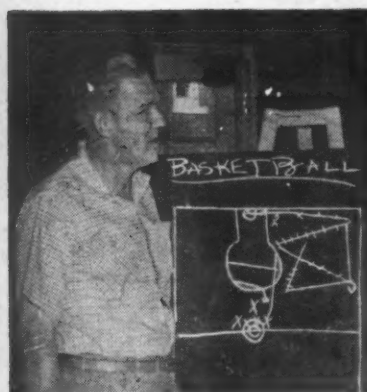


Oh, boy! Who wouldn't bounce out of bed when a Nabisco Shredded Wheat breakfast is waiting! Plenty of creamy milk and those crunchy whole wheat biscuits... that's the way to get lots of energy for school and play! Tell Mom she can serve it with fruit—and fix it hot or cold. Ask her to put Nabisco Shredded Wheat on her market list today... you can spot the box by the picture of Niagara Falls.

Winter Wonders



Ted Schroeder, No. 1 "comebacker."



Hank Iba, coach of the "Aggies."



Andy Varipapa, champion bowler.

NEXT to Santa Claus and Influence (the bad guy in Dick Tracy), the fellows who get my vote for the best performances of the winter are Ted Schroeder, Hank Iba, and Andy Varipapa.

Schroeder is probably the only name that will ring a bell in your head. So if you'll pull up a chair and throw another geometry book on the fire, I'll croon you their stories.

Ted Schroeder is the big, bronzed Californian who helped bring the world's tennis crown back to America after a seven-year stay in Australia.

When Ted was picked for the U. S. team, few people thought he would see any action. Though Ted had been national champ in 1942, he'd been away (in service) for three and a half years and hadn't been able to regain his "touch" on the courts.

Everyone thought that Jack Kramer would play the singles against the Aussies and that Kramer would pair up with either Bill Talbert or Gardner Mulloy in the doubles.

Then came the surprise. Captain Walter Pate chose Ted as our No. 2 singles man. The odds on the Australians, already heavy, rose even higher.

But Schroeder, a great "money" player, came through for Pate. He walloped Jack Bromwich, considered the world's greatest player, in the first match. Then, after Kramer drubbed Dinny Pails in the second match, Ted teamed with Jack to whip the Aussies in the doubles.

And there was the world's championship, wrapped up in a shiny Christmas package, for the U. S.

Hank Iba dribbles into our winter hall-of-fame for his Grade A job of basketball coaching at Oklahoma A. & M.

Hank's slick Aggies copped the national college crown in both 1945 and '46. But when the 1946-47 season rolled around, it looked as though Hank's winning days were over. The Aggies' four great stars, including seven-foot Bob Kurland, had graduated and no new stars had come in.

But Hank fooled everybody. He had only fair material to work with, but he tacked together another great team. As I write this, the Aggies are rated the No. 1 five of the nation.

They earned that rating by licking Kentucky, a team loaded with All-

Americans, which had gone 26 games without defeat.

No matter how the Aggies fare from here on in, Hank Iba rates a loud locomotive cheer for wonderful coaching.

No one has ever accused Andy Varipapa, a 52-year-old moon-faced bowler, of being a shy guy. During the past 35 years, Andy has always claimed to be the world's greatest bowler.

While the experts admitted Andy was the No. 1 trick-shot artist, they couldn't "see" him as a straight bowler. They pointed out that Andy had never finished better than third in the national championships.

But this winter Andy proved he had been right all along. After eight straight days and nights of competition against 141 of the nation's greatest bowlers, Andy wound up with the national championship. What's more, he hit an average of 213.34 in 64 games—the second highest mark in the history of championship play.

After pocketing the \$2,000 prize money, Andy calmly announced that he'd win the title again next year.

Honorable mention for outstanding sports feats this winter goes to:

Leonard Steiner, 18-year-old tennis star from Brooklyn Tech High School (N. Y.), for winning the national indoor junior title;

Buddy Young, great University of Illinois halfback, for running wild against U. C. L. A. in the Rose Bowl game;

Granby High School, of Norfolk, Va., for chalking up 32 straight football victories before losing to Classical High of Lynn, Mass. (thanks go to Margaret Keller, of Granby High, for this item);

Ray Robinson, for winning the world's welterweight boxing title.

—HERMAN L. MASIN, Sports Editor

Want to Play in an Intramural Tournament?

DO you know that *Scholastic Magazines* sponsor Intramural Tournaments in Riflery, Badminton, and Tennis?

And that every school entering a Scholastic Intramural Tournament gets free awards for the winners, draw-charts, and tournament instruction?

There is no red tape, no fee attached to entering these tournaments. Neither you nor your school pays anything.

Go to your athletic director or coach and talk it over with him. Tell him to write to Riflery, Badminton, or Tennis Tournament Director, *Scholastic Magazines*, 220 E. 42d St., New York 17, N. Y.

Or, if you choose, tell us the name of your athletic director or coach (after getting his consent), and we'll write direct to him.

Teaching as a Career

THE spotlight is on the schools today. America must have more and better teachers. Newspapers, magazines, clubs, churches, radio, civic organizations, all are demanding higher salaries for teachers in order to attract and hold people of high calibre for this profession.

Today there is a shortage of teachers in practically every grade and classification - from pre-school child nursery schools through postgraduate college courses. In general, starting salaries are higher than ever before in the history of education and more benefits are available in the form of insurance, in-service training help, regular salary increases, leave of absence for advanced study or travel, legal advice, loan funds, tenure assurance, retirement benefits.

In 1945-48, approximately half of the teachers in elementary and secondary schools were receiving less than \$2,000 annually, and nearly 16 per cent were paid less than \$1,200 per year. Today there is legislation, pending or proposed, in practically every state, designed to improve the school situation. In large cities there is a movement to adopt minimum starting schedules of \$2,000 to \$2,400 and maximums of \$4,000 to \$4,500.

Requirements High

The requirements of the teaching profession always have been higher than for the majority of positions in business and industry which pay comparable salaries. State laws differ, but in general a baccalaureate degree is necessary before a teacher's certificate (other than a temporary or emergency certificate) can be obtained. Then teachers are expected to work for Masters or Ph D. degrees, either while teaching, or during a leave of absence.

Personal requirements are as high as for any profession, including the ministry. People trust their children to the guidance of teachers, and character is

By Franklin R. Zeran
Vocational Editor

of great importance. Teachers must be honest, truthful, and moral.

Every boy and girl who has attended school in a community of any size knows the specialization in this field of work. The one-room country school teacher still has to instruct in every subject and every grade, but this situation exists nowhere else. In the average city school, a teacher has but one or two subjects to teach at the most. In these, he must be thoroughly competent. High school and college instructors rarely teach more than their one specialty. On the college level instructors are recognized experts. Their education and experience must be supplemented by research and advanced study.

Administrative Jobs

Classroom teaching is not the only type of work open to the ambitious and well-trained person who enters the education field. There are supervisory and administrative positions requiring little or no actual classroom teaching, depending upon the size of the school system. Large cities employ visiting teachers, health and recreation workers, guidance counselors, and coordinators of special subjects who may not do any teaching. Such positions require previous successful teaching experience.

No one should consider teaching unless he has a real desire to be a teacher, a sincere interest in young people, and an earnest wish to contribute something to the profession and to society. The demands upon a teacher's time, patience, energy, ingenuity and civic-spiritedness are almost endless. The person who does not want to give generously of all his abilities should not look to the schools for a life career. The following are factors to consider:

	Yes	No	?
1. I enjoy being with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to help people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am tolerant of other people's ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My behavior indicates a respect for law and order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I take an active part in the organization to which I belong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am able to organize and develop activities in my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to present facts clearly and concisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. People are willing to follow my leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can take directions as well as give them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

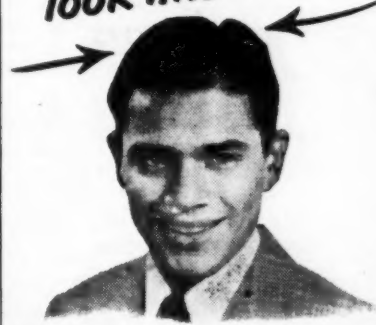
Notes: Affirmative answers to these questions indicate interest and aptitude only. They do not constitute a score indicative of occupational qualifications.

FELLOWS!
Does your hair look like this -



Is it dry and brittle... messy looking... hard to manage? Scratch your head and see if your scalp can pass the famous Wildroot F-N (Finger Nail) Test. If you find signs of dryness or loose, ugly dandruff, you better get Wildroot Cream-Oil right away!

when it could look like this?



Wildroot Cream-Oil keeps your hair in trim all day without a trace of that greasy look. And it relieves dryness and removes loose dandruff, too. Because, instead of alcohol, it contains soothing LANOLIN that closely resembles the oil of your own skin. Your hair not only looks better but feels better with Wildroot Cream-Oil. That's why 4 out of 5 users in a nation-wide test said they preferred it to hair tonics they formerly used. For generous trial supply, send 10c to Wildroot Company, Inc., SM-2, Buffalo 8, N. Y.

Get Wildroot Cream-Oil today!

TUNE IN . . .
2 NETWORK SHOWS!
"The Adventures of Sam Spade" Sunday evenings, CBS Network; "King Cole Trio Time" Saturday afternoons, NBC Network





WHO WILL WIN THE 17 ROYAL TYPEWRITERS?

Seventeen high school students will soon be proud owners of 17 portable typewriters. They will be winners of 1947 Scholastic Writing Awards.

Royal Typewriter Co. donates 7 typewriters to national award winners in journalism classifications. Ten additional typewriters will go to students ranking high in the following ten regional Scholastic preliminary writing awards:

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Hartford Courant
Knickerbocker News
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Newport News Daily Press
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Typewriters are not all! There are cash awards and national Certificates of Merit for writing skill. Total regional awards to be given, 2,200. Total national awards, 866. You may enter 15 different classifications besides journalism.

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NATIONAL DEADLINE: MARCH 5.
If your school is in a sponsored area, consult rules book for your closing date.

AN ENTRY BLANK MUST ACCOMPANY
EACH MANUSCRIPT. WRITE FOR A
RULES BOOK IF NONE IS AVAILABLE
IN YOUR SCHOOL.

SCHOLASTIC WRITING AWARDS

220 E. 42nd St., New York 17



✓✓✓Tops, don't miss. ✓✓Worthwhile. ✓So-so.

✓✓✓**IT'S A WONDERFUL LIFE**
(RKO. Produced and Directed
by Frank Capra.)

THE EDITORS have chosen the RKO release, *It's a Wonderful Life*, as their Movie-of-the-Month for February.

The object of this comedy-drama is to prove that life is worthwhile in spite of its rough moments. Any film that succeeds in such a difficult assignment is a movie to be remembered. This one succeeds.

The hero of the film is a nice guy named George Bailey (Jimmy Stewart). When we first meet George, he is the average American boy growing up in a small up-state New York town. He's enthusiastic about his after-school job in a drugstore. And he has big dreams about his future. He's going to travel to far places, and then he's going to build huge buildings that the whole world will admire.

But George never leaves the small town of Bedford Falls. Family responsibilities and the needs of his community prompt him to sacrifice his dreams, one by one. He does his best for family and friends, but fate and greedy interests in Bedford Falls seem to work against him. There's never enough money to give his family the things he would like to give them. Misfortune mounts until it appears that George will lose his business and be sent to jail for another man's mistake. George begins to wish he'd never been born; he even thinks seriously of suicide.

To make its point, the drama here turns to fantasy. With the help of a guardian angel (Henry Travers), George is granted his wish of having never been born. He sees what Bedford Falls would be like had he not lived. With this vision, George realizes how many lives his life has touched and how much the life of every individual means. He understands that the friends a man makes are the greatest wealth he can have. He recovers his will to live.

Strangely enough, the rather "cute" fantasy—which is necessary as a de-

vice to show George what the world would have been without him—does not make the rest of the picture seem make-believe or sentimental. This is because the characters in the main drama are so real and genuine.

Jimmy Stewart (ex-Col. James Stewart, USAAF) is an excellent choice for the role of George Bailey. Both his appearance and his style of acting suggest the boy-next-door rather than the Hollywood star.

If this description of *It's a Wonderful Life* has made the film seem to be a very serious movie with a moral, don't be misled. The story is serious; the moral is there. But, in addition, the film is one of the grandest pieces of entertainment you're likely to see this year. The laughs are frequent and hearty. Jimmy Stewart and Donna Reed stage one of the funniest courting scenes we've ever seen.

Much credit goes to Producer-Director Frank Capra (ex-Col. Frank Capra, USAAF). The picture has the celebrated "Capra touches" that made pre-war favorites of *Mr. Deeds Goes to Town* and *Mr. Smith Goes to Washington*. Four times an Academy Award winner, Capra has a skill, equalled by no other director, for blending laughs and sadness. To be able to take commonplace incidents and make them into drama is in itself the sign of a master director.

It's a Wonderful Life is a wonderful movie. See it with your whole family!



Jimmy Stewart and Donna Reed's comical love scene in Capra film.



Movie-of-the-month
Seal for February is
awarded to RKO for
It's a Wonderful Life.



EDUCATIONAL radio may sound like pretty dull stuff to some of you. But when educational radio is run by people who know how to mix equal parts of entertainment and information, then you have something!

To be specific, you have CBS's *American School of the Air* and NBC's *University of the Air*. Both of these series explore ideas and problems you meet in everyday living, as well as subjects you study in school. Their aims are to arouse your curiosity and to broaden your understanding of the world around you, rather than merely to increase your "book learning."

American School of the Air

Music, science, literature, current opinion, and life in other countries are presented in the CBS *School of the Air* broadcasts. Here is a digest of the series:

World Neighbors (Mondays, 5-5:30 p.m., EST). These broadcasts are on

the customs and current problems of other peoples. Which of your world neighbors are you most curious about? Turks? Danes? Mexicans? Indians? They all come to life in broadcasts scheduled between now and May.

Gateways to Music (Tuesdays, 5-5:30 p.m., EST). Music interests you, but you don't understand it? You'd like to know where Hollywood gets the background music for its movies? You wonder how jazz "got that way"? Then these concerts are for you. They feature music from many lands and ages — with brief explanations by music authorities.

The March of Science (Wednesdays, 5-5:30 p.m., EST). There are exciting stories behind every scientific discovery. A few soon to be dramatized on this program are: radar, aviation, surgery, rockets, electricity.

Tales of Adventure (Thursdays, 5-5:30 p.m., EST). Variety is the spice of this series which presents novels, plays, and short stories of adventure, ranging from *Pilgrim's Progress* to *Huckleberry Finn*.

Opinions, Please (Fridays, 5-5:30 p.m., EST). Each week two well-known persons take opposing sides on a headline topic in their field. At each broadcast students of a different college conduct a panel discussion on the topic.

University of the Air

At first glance, this NBC series seems to cover much the same material as the CBS *School of the Air*. But the two use different approaches; they supplement each other, rather than overlap.

Your United Nations (Tuesdays, 11:30-12 midnight, EST). Dramatizations and analyses by experts will help you understand the day-to-day issues coming before the United Nations.

The Story of Music (Thursdays, 11:30-12 M., EST). This series traces the history of music in the theater. Each concert presents some type of dramatic music — opera, ballet, musical comedy, etc.

The World's Great Novels (Fridays, 11:30-12 M., EST). Willa Cather's *My Antonia* and Arnold Bennett's *The Old Wives' Tale* are among the famous novels soon to be dramatized.

Home Is What You Make It (Saturdays, 12:30-1 p.m., EST). Preparation for intelligent citizenship is the basic theme of this series. It probes the problems of the entire family: buying a home, good grooming, juvenile delinquency, family relations, etc.

Our Foreign Policy (Saturdays, 7-7:30 p.m., EST). Government officials, foreign statesmen, and U.N. representatives discuss international problems as they affect you and your community.

(See your daily papers for specific program listings.)

YOUR SHOES ARE SHOWING!



EMBARRASSING, ISN'T IT?
YOU NEED **SHINOLA**

● Having your hands full is no excuse for unshined shoes. There is no good excuse for bad grooming. So remember—stock up on Shinola. Shining your shoes is so simple, and really takes very little time.

It pays to KEEP 'EM SHINING WITH SHINOLA. Shinola's scientific combination of oily waxes helps hold in and replenish the normal oils in leather—helps maintain flexibility, and that means longer wear.



GIRLS! FOR GLORIOUSLY BEAUTIFUL HAIR JUST DO THIS..

For richer-looking, more lustrous hair, first massage scalp with mildly medicated Cuticura Ointment to stimulate circulation and loosen dandruff. Later shampoo with Cuticura Soap. Try it today! Only 25¢ each. At all druggists.



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You make a hit everywhere when you have a good vocabulary —and use words without errors. Let this big, up-to-date Webster Dictionary help you. It contains 378 pages, 22,000 definitions, 12 special sections and a host of interesting facts. Just mail 15¢ and two empty 5¢ PLANTERS Bags or 15¢ and one empty 10¢ PLANTERS Mixed Nuts bag to PLANTERS, Dept. 15-S, Wilkes-Barre, Pa., and a copy will be sent to you.



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You in an Old Town Canoe on a dappled stream—some things just go together. Relax. Drift along. Or dart like a trout through clear, cold pools. This is living! You can depend on it—your Old Town Canoe. Sturdy, perfectly balanced, it's light as a birchbark. Made for long life.

FREE CATALOG shows all kinds of canoes for paddling, for sailing, for outboards. Also sailboats, outboard boats, dinghies, rowboats. Send for it today. Address: Old Town Canoe Company, 352 Elm Street, Old Town, Maine.



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Here's an offer so stupendous that it is almost unbelievable: 50 different U. S. stamps ranging in age as far back as over sixty years and in face value as high as the dollar value, composed entirely of face different postage, airmail and commemorative stamps, nothing else. In addition, we include 2 Japanese occupation stamps of the Philippines. We will send all these for 10¢, but only for sincere approval applicants.

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SENIORS: Sell your classmates America's largest and most complete line of Modern GRADUATION NAME CARDS. 40% commission. Lowest prices. Free cards and sample kit. Write today to PRINTCRAFT, 1420 E. Elm St., Scranton 5, Pa.

ATTENTION SENIORS!!
Sell your School Classmates the best line of GRADUATION NAME CARDS in the country. Lowest prices ever offered. We pay highest commissions. Monthly Bulletins. Your cards FREE! Agencies going like wild. Fire. Hurry! Write CRAFT-CARD SPECIALTIES, Box 238-N, Pittsburgh 30, Pa.



Best. ## Good. # Save Your Money.

VOCAL

It's a Good Day (Capitol). Peggy Lee with Dave Barbour and Orch. A Lee-Barbour composition in the light jazz vein with a fast, rhythmic tempo. Good for listening or dancing. B-side, *He's Just My Kind*, is a smooth torch ballad of the type Peggy often does.

Huggin' and Chalkin' (Decca). Hoagy Carmichael. One of the best H. C.'s we've heard in some time. Don't miss a word of those lyrics. The flipover, *#I May Be Wrong, But I Think You're Wonderful* is one of our favorite songs, but the Dinah Shore recording is tops.

Years and Years Ago and Searching Wind (Decca). Dick Haymes. Even Dick can't save two songs as poor as these. ## for the singing.

Good Morning Heartache and No Good Man (Decca). Billie Holiday. Two good songs by the Queen of Torch.

INSTRUMENTAL

Just Squeeze Me and Swamp Fire (Victor). Duke Ellington. One of the best of the year. Top-notch arrangements and playing. SF is an Ellington classic—and always welcome.

If I'm Lucky (Capitol). Skitch Henderson and Orch. A fine tune with excellent piano by Skitch and an ensemble including French horns. The flipover, *#Save Me a Dream*, takes its theme from Tchaikowsky's *Fifth Symphony* and adds stupid lyrics. We'll take our classics straight!

FOLK MUSIC

Olden Ballads (Keynote). Tom Glazer with guitar. Next to Richard Dyer-Bennett's album of *Love Songs* on a Disc label, this is the most pleasing collection of folk music that has come out this year. And the recording job here is much superior to the Dyer-Bennett collection. All these songs of American, English and Scotch origin are choices and only one, to our knowledge, has ever been recorded before. Included are: *Waly Waly, Greensleeves, The Sheeling Song, Hush Little Baby, Sixteen-Come Sunday, Uncle Reuben, Blow the Candles Out, The Twelve Days of Christmas, Black-Eyed Susie, and Go Way From My Window*. Tom Glazer sings in a straightforward unaffected style that fits the ballad. A must-buy for folk music enthusiasts.

OPERA

A Treasury of Grand Opera (Victor). Just what the title implies, the album features Licia Albanese, James Melton, Zinka Milanov, Jan Peerce, Gladys Swarthout, Leonard Warren, Arturo Toscanini and the NBC Symphony Orchestra, Robert Shaw directing the Victor Choral and Paul Breisach, Erich Leinsdorf and Freider Weissman conducting the Victor Orchestra. Album includes arias from *Don Giovanni, Aida, La Traviata, Faust, Lohengrin, Carmen, and Pagliacci*. Performances vary in merit. James Melton isn't quite up to the *Don Giovanni* aria he sings. But you'll be pleased with the treatment Shaw and the Victor Choral give the "Soldier's Chorus" from *Faust*. And Gladys Swarthout does notably well with her *Carmen* assignment.

Russian Operatic Arias (Victor). Alexander Kipnis, bass, assisted by Anna Leskaya, soprano, and Ilya Tamarin, tenor. Nicolai Berezhowsky conducts the Victor Orchestra. Kipnis—whose voice is familiar as an interpreter of folk song, lieder, and opera—does very well by the Russian arias from operas by Rimsky-Korsakoff, Tchaikowsky, Mussorgsky, Borodin and Dargomizsky.

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A Sharps and Flats "Special" . . . Jazz

Keep your eye on this box for "best buys" in records. The classics and folk tunes will be rating our orchids, too.

Humoresque and Waltz Boogie (Victor). Mary Lou Williams Trio. Some of the finest, cleanest playing you could hope to hear. Trio is piano, bass, drums. *Waltz Boogie* was composed by Mary Lou Williams and is the only example of boogie written in waltz tempo we've ever heard.

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RINGS \$2.25 PINS - 40¢
Free Catalogue of School Gifts and Club Pins and Rings.
Pin No. C 15, Silver Plated, 40¢ each. Ring No. R 225 Sterling Silver \$2.25 each.
R.312 ARTISTIC MEDAL & BADGE CO.
112A Fulton Street, New York 7, N. Y.
Prices subject to 30% Federal Sales Tax



Shifty Winds

For three days the wind had been blowing hard in Zion National Park, Utah, location for a special movie sequence.

When it was rolling up the most dust and knocking down several big light reflectors, the producer turned to one of the natives who had stopped to see how motion pictures were made.

"Up here does it always blow this way?" he asked.

"Nope. Not always. Some days," the native said, pointing a lank finger eastward, "she blows that way."

Minneapolis Tribune

Tonal Deafness

It was at Miss Florance's dancing school that one of the young terpsichoreans, failing to note any connection between rhythm and the movement required of her feet, brought out Miss Florance's controlled inquiry: "Little Miss Watson, don't you hear the piano?"

"Yes," said little Miss Watson, "I hear it — but it doesn't bother me any."

Guthrie Burton in his autobiography

Letdown

A friend of ours, who writes radio commercials, decided he was hungry. He ankled into a one-arm joint and, fixing a rolling eye on the counter girl, declaimed in his best Barrymore manner: "Give me some ham, piping hot, fragrant with the rich aroma of cloves, brown sugar, and steaming sauce. Serve it between slices of brown and crackly crusted bread. Draw me a deep cup of rich, flavorful coffee and add to it some thick, rich cream."

The counter girl just shrugged, turned towards the kitchen and hollered: "Pig on rye and java with."

Time



Ericson in Saturday Evening Post

"There's a slight mixup in the laundry, doctor."

Classic Response

The literary conversation of the week almost certainly was one that took place in the neighborhood of Radio City. Seems a radio sponsor was discussing with a script writer a project for dramatizing famous books in transcription form.

"Can you get *Treasure Island* on a thirteen-minute record?" asked the sponsor.

"With or without a middle commercial?" asked the script writer.

N. Y. Times Book Review

Service with a Smile

A young matron stalled her car at a traffic light one day. She stamped on the starter, tried again, and choked her engine. Behind her an impatient motorist honked his horn steadily. Finally she got out and walked back to his car.

"I'm awfully sorry, but I don't seem to be able to start my car," she told the driver pleasantly. "If you'll go up there and start it for me, I'll stay here and lean on the horn."

Coronet

Tongue-Tied

A very young college boy had been asked to usher at a fashionable church wedding of one of his chums. It was his first experience and he was quite flustered when the guests began arriving. Noticing a strange lady about to sit down in a pew reserved for the family, he hurried to her. "Mardon me, padam," he said blushing deeply, "this pie is occupewed. May I sew you to another sheet?"

McCall Spirit

Don't Lose Him

The novice at fishing had hooked a very small trout on a little lake in the Canadian wilds. He wound it in excitedly until it was rammed against the end of his rod. Then he turned inquiringly to the guide and said: "What do I do now?"

"Climb up the rod and stab it with your hunting knife," the guide drawled.

McCall Spirit

Compass in Hand

Enrico Caruso, the great tenor, enjoyed telling this story:

While motoring in New York State, I once sought refuge in a farmhouse while the car was being fixed. I became friendly with the farmer. He asked me my name and I told him it was Caruso.

At that, the farmer leaped to his feet and seized me by the hand.

"Little did I think I would see a man like you in this humble kitchen, sir!" he exclaimed. "Caruso! The great traveler! Robinson Caruso!"

This Month

The SAGE of CATHAY Speaks:



"The
CAUTIOUS SELDOM ERR."

Confucius was a firm believer in the exercise of sound judgment in all things.

All wise men agree.

The adequate protection of dependent women and children against future uncertainties is a necessity against which there can be no logical argument.

The cautious family breadwinner realizes that this is a paramount obligation and acts accordingly by acquiring ENOUGH life insurance.



The PRUDENTIAL
INSURANCE COMPANY OF AMERICA
A mutual life insurance company
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YOU CAN ALWAYS SPOT A CHAMPION



IN SWIMMING

A swimmer never wins a championship just "by chance." There are definite reasons for an outstanding performance—superior *form*, *smoothness*, and *rhythm*. It was not by chance, either, that **PLANTERS PEANUTS** have broken the record in popularity. There are definite reasons—and these are *flavor* that can't be matched, the *crispness* of meaty salted peanuts, and *vitamins* galore. **PLANTERS** always taste good—and they are always good *for you*. Enjoy this delicious *energy* food now—in handy 5c bags. And don't forget to try that new taste treat—**PLANTERS MIXED NUTS**—in 10c bags and vacuum-packed glass jars.



PLANTERS PEANUTS

◆ Get a big Webster Dictionary—practically as a gift! See our special offer on page 29.

MAR -1 1947

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SCHOLASTIC

Teacher^{EDITION}

Practical English

FEBRUARY 3, 1947

Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

THE LIBRARY OF
CONGRESS
SERIAL RECORD

MAR 11 1947

Your "Nose for News" (pp. 5, 6)

AIMS

1. To learn some of the attributes of successful interviewing.
2. To consider how important an interest in other people is to the development of a friendly and interesting personality.

SUGGESTED ACTIVITY

Few of your students will aspire to the role of newspaper interviewers or reporters, but all of them should be vitally concerned with developing pleasant personalities. Getting along with other people is of prime importance and good first impressions are often necessary in obtaining jobs and in making friends. All teachers have seen — both at school functions and in the classroom — the maladjusted introvert who finds it difficult to meet new people or who finds himself tongue-tied when confronted by a group of his associates. Use this article to help your students feel more at ease with fellow humans by forgetting self and concentrating on some one else's personality and accomplishments.

Save ten minutes at the end of a class period in which to read "Your 'Nose for News'." As the following day's assignment, have each of your students choose some favorite personality from the field of radio, the films, politics, sports, history, or literature. Ask the student to select some person who will be generally known by every member of the class. Let the class work in pairs — each student preparing to assume the roles of interviewer and interviewed in turn.

On the following day each student will come prepared to be interviewed as the person whose name he has chosen. This will necessitate a knowledge of that person's background, his profession, his hobbies, etc. Also, the student should draft a number of pertinent questions to ask his partner in his assumed role. Let the class hour become a series of interviews with interesting personalities.

At the end of the hour you might take a class vote to decide which of the interviews heard was the most successful as judged by the six points given in the article.

Certainly not of least importance is that your class should carry away with them some feeling about the fun and ad-

COMING IN FUTURE ISSUES

Lead articles on Publicity (news stories and posters for school events), Salesmanship (house-to-house selling both "on the job" and for school and community projects), Conversation, Discussion and Argument, Radio Forum, Job Application Letters, Job Interviews, etc.

The "How to ----" Series: Articles on how to write a theme, make a book report, develop reading skill, etc.

Two series of articles on developing critical judgment (to follow the current movie series): Choosing Radio Programs; Choosing Books and Magazines.

In each issue: Short column features on letter writing, grammar, vocabulary building, spelling, logic, etc.; an interview; quiz; short story. Also March of Events (news), Boy dates Girl (personal guidance), movie, radio, and record reviews.

venture of meeting other people, whether it be a new student in the school or a national celebrity.

Gallup Poll Interviewer (p. 7)

While your class is considering "Your 'Nose for News'," they should have their attention drawn to Mrs. Ruth Scheigert, whose job is getting to know what other people think. What attributes does she have which make her successful as an interviewer? Enthusiasm, sense of humor, a business-like manner, and friendliness.

In judging the classroom interviews your students may well consider these qualities as one basis for their judgments.

Can You Talk Straight (p. 8)

AIMS

1. To understand how an accurate and interesting use of verbs and adjectives makes one's speech and writing more effective.
2. To gain some practice in writing descriptions which are brief, accurate, and expressive.

SUGGESTED ACTIVITY

This week's "Can You Talk Straight?" offers excellent practice in vocabulary building. List a few words of ordinary usage — *walk, talk, look, taste, smell, etc.* Use each in a sentence such as, "The boy *looked* at the cake in the bake shop window." Have the class substitute more specific verbs and adverbs in the sentences in order to make the sentences more meaningful. For example, "The boy *stared longingly* . . ." or "The boy *gazed hungrily* . . ."

Overworked adjectives are the bane of many a student's vocabulary. "Swell," "smooth," "awful," and "cute" are used over and over again without any particular meaning. Magazine advertisements offer one source for finding descriptive adjectives. Bring a few examples of magazines to class and then, after looking over the ads, ask your class to write advertisements for such articles as a soap, bacon, face powder, linoleum, neckties, towels, sandwich spread, a bicycle, etc.

Standing Room Only (p. 9)

AIMS

1. To discuss the qualities of movie productions which have universal appeal.
2. To bring up-to-date a list of movies which pass the test of excellence with flying colors.

SUGGESTED ACTIVITY

Despite Hollywood's general tendency to overglamorize life, good things can be said about some film productions such as *It's a Wonderful Life*. (Refer your class to "Following the Films" p. 28 and, if this film has played in your neighborhood theater, discuss the qualities which made it appealing.) After the students have read the article, ask them to list from the article as many good qualities in movies as they can. Let one student write the list on the board: *good entertainment, worthwhile subject matter, realistic, heart-warming, stimulating, simple, timeless story, genuineness, humor, glimpse of our country and countrymen, inspiring, educational, etc., etc.* Now revise and condense the list until all the qualities are listed in good order. When this is done, the class can list opposite each attribute at least one film which seemed to be particularly successful on that score.

Letter Perfect (p. 10)

AIMS

1. To practice writing accurate descriptions of articles which may be lost.

SUGGESTED ACTIVITY

As an exercise in accurate descriptions, the class might be asked to describe similar, but not identical, articles. Get a committee to volunteer to bring to class sets of articles which are among those most frequently lost by high school students — two or more black fountain pens, two notebooks, two wallets, two briefcases, two pairs of gloves, two charm bracelets, or two scarves. Ask the members of the class to choose any one of the articles which might be placed on a table in the front of the room for inspection. Then have them write a description of the article either in a short theme or in "Lost Ad" form.

The test of a description would be whether the rest of the class could correctly identify which one of similar arti-

COMING NEXT WEEK

February 10, 1947

Lead article on business letter writing.

Typing: Jobs in which typing is needed; typing rhythm and speed.

Voice and diction: Interview with a top-notch operator of the New York Telephone Co.

Letter Perfect (regular column feature): Salutations and closings.

Words to the Wise: Synonyms.

Learn to Think Straight: Propaganda.

Shop Talk: General business terms.

cles was being described. Also check the descriptions against the pointers in the article.

Does it have a logical beginning?

Does it give an accurate, detailed description?

Does it contain only pertinent facts?

Jam Session (p. 24)

The subject of this "Jam Session" (The Ideal Teacher) and the announced subject for the next (The Ideal Student) make an excellent combination for a homeroom program or for a class discussion. If you and your students can look at yourselves objectively and discuss ideal qualities, you will be rewarded by a closer understanding of each other.

Many English classes use "Jam Session" topics as writing assignments. Teachers report that this feature is good motivation for writing because the students are intensely interested in the subjects and appreciate the opportunity to express their personal opinions.

Here are a few quotes from letters of teachers to Gay Head concerning this Jam Session:

"The students were eager to write on the subject of 'The Ideal Teacher.' In fact, they called my attention to it in the magazine."

"This has been a most rewarding experience. I have learned a great deal about myself and about my students through their writing. I think that, in the future, we will be better friends."

"I honestly didn't know that students wanted so much from me. I think I shall be a better teacher now."

Practical English

As last semester's subscribers know, *Practical English* was planned with the enthusiastic aid of hundreds of high school English teachers throughout the country.

Our continuing aim is to make *Practical English* fit the needs of the classroom in which the emphasis is on the practical, everyday uses of the English language, both oral and written. Your comments and suggestions are welcome.

Answers to "Who? Which? What?" (p. 12)

Your "Nose for News": 1-a, 2-c, 3-a.

Can You Talk Straight?: A. 1-blurled, 2-heckled, 3-swerwed. B. 1-d, 2-f, 3-a, 4-g, 5-h, 6-b, 7-e, 8-c. C. 1-weather, 2-subscribe, 3-saddle.

Word Chess: some, solo, lobe, loan, beat, bean, meat, goat, goad, toad, tome, mead.

News and NOTES

Brotherhood — Pattern for Peace. American Brotherhood Week, sponsored by the National Conference of Christians and Jews, will be observed for the fifteenth year during the week of February 16-23, 1947. This year physical scientists and social scientists agree that in an atomic age brotherhood is a condition of survival! A divided America, with Protestant against Catholic, Christian against Jew, white against black, native-born against foreign-born, can only serve to hold back our production drive and announce to the world that democracy has failed. Our children must be encouraged to respect neighbors of different races and religions. They must be reminded that these very differences among Americans have resulted in a variety of contributions that have made our country great and kept her free.

Proposed Revision of U.N. The people of Middletown, Ohio, in the spring of 1946, believed that a third World War was inevitable. They decided to do something about it and called a series of town meetings to determine how such a catastrophe could best be avoided. There emerged from their discussion "The Quota Force Plan for United Nations Reform," based upon Ely Culbertson's World Federation Plan.

It consists of three reforms of the U.N. Charter. (1) Reorganization of the Security Council and elimination of the veto power in matters pertaining to aggression; (2) give the Security Council the right to fix yearly the total quantity of weapons to be produced in the world and control atomic weapons along the lines of the Baruch proposal; (3) establish an independent World Police Force recruited in national units exclusively from citizens of smaller member-states. If Russia does not consent to the revision of the Charter then the other nations should proceed without "the obstructionist major state, but leaving the door open for that state to join."

The movement has become a national one and is being directed by the Citizens' Committee for United Nations Reform, Inc., 16A East 62nd Street, New York 21, N. Y. The acting chairman is Ely Culbertson. The history of the movement and its ideas are lucidly and colorfully presented in a 24-page booklet, *Crossroads Middletown*. It is available free from the CCUNR.

Public Relations for Rural Teachers. The U. S. Office of Education has attempted an answer to the question: "How can the rural school teacher explain the program, the needs, and the accomplishments of the schools to the citizenry?" Limitations upon the teachers' time are recognized, but the importance of good relations is emphasized. The following points are stressed in the pamphlet: (1) In order to work with community leaders, the teacher must be one of them; (2) school services must be molded to meet the needs of the community; (3) begin with projects which can be accomplished; (4) use the materials at hand, avoiding unfavorable comparisons with "silver spoon" communities. A combination of common sense and experience is evident in the publication. (*Public Relations for Rural and Village Teachers*, U. S. Office of Education, Bulletin 1946, No. 17, U. S. Government Printing Office, Washington. 15c.)

Winning Parents' Good Will. Pupils in the Springfield (Ore.) High School created and distributed to their parents

3,000 copies of an activity calendar. The calendars list school plays, games, dances, and other pupil activities. "It sells school patrons the idea of supporting school functions," says Principal Owen Sabin.

Advertising Essay Contest. A high school essay contest on advertising is announced by the Advertising Federation of America, 330 West 42nd St., N. Y. 18, N. Y. It is confined to students in senior high schools, including parochial and preparatory schools. The essays are not to exceed 1,000 words in length and must have as their theme: "What Advertising Can Mean to the Future of America." Essays should first be submitted to local advertising clubs which will make appropriate awards. The winners of the local contests will have their essays submitted to the national judges. First prize in the national contest will be a \$500 cash award and a trip to the federation's annual advertising convention and exposition to be held in Boston, May 25 to 28. Essays will be judged on the basis of their creative thought, evidence of research, and clarity of expression.

Children and Disease. Conquered and all but wiped out are the formerly dreaded children's diseases — measles, scarlet fever, whooping cough, and diphtheria. Life insurance statisticians report that the death rate from these diseases dropped 95 per cent in one generation. This remarkable achievement, says the Metropolitan Life Insurance Company, was due to the education of parents regarding the values of immunization and "to the intelligent cooperation of school administrators."

Economics Teachers. The State Department has a free packet of 15 charts on the role of world trade in our economy, dangers of cartels, etc. Charts are 8 x 10½" and 38 x 48" in size. Write to: Division of Public Liaison, State Department, Washington 25, D. C.

Good Snapshots. A 40-page booklet, intelligently illustrated and simply written, may be obtained from Monroe J. Willner, Georgia School of Technology, Atlanta. Everything of interest to the beginner in photography from loading the camera to developing your own prints is contained in *Good Snapshots with Inexpensive Cameras*, 75c.

Out of Uniform, by Benjamin C. Bowker. Norton, 1946. 259 pp., \$2.75.

The author, Chief of the Foreign News Service of the New York Post, brings to this work the experiences of six years of Army service, including stations as varied as the Pentagon and tents along the Irawaddy River in Burma. The first three chapters fix the idea of the wide variations among individual veterans and set straight certain misconceptions about what happened to them in uniform. The next six chapters take a realistic look at the human material given to the armed forces and how they were molded. Other chapters are devoted to education of the veteran under the G.I. Bill of Rights, employment of veterans, women in the service, and Negro veterans. Throughout the book, Bowker reports the attitudes of veterans themselves toward Army life, and current problems. There is an abundance of statistics incorporated into the text, but it is spiced with wit and anecdote which enliven and inform. Teachers who teach veterans will find this book a valuable review of the veteran's position in society. The index will be helpful, since it includes a range of subjects from "chicken" to "life insurance."

Greetings!

... to the thousands of teachers and administrators who are becoming acquainted with this magazine for the first time.

This is one of a family of distinguished classroom periodicals known, collectively, as Scholastic Magazines. We welcome your interest and trust you will find it as richly rewarded as do all teachers who give the magazine a real trial with their students.

These teachers discover that it not only contains the materials for assisting and enriching the teaching assignment, but that it wins a welcome, voluntary readership... that its interest, variety, and youth-centered guidance features stimulate both mental and social progress.

These broad advantages, however, are not always apparent with the examination of only one issue. They emerge in the sustained interest and the cumulative effect of the Scholastic program. Be sure you discover these values... keep the magazines coming to your classes!

If you have requested only this one issue for trial, take advantage now of the safe subscription plan! Return the special order card we've sent you - today, for uninterrupted service!

Cordially,
Scholastic Magazines

Off the Press

The Plotters, by John Roy Carlson. Dutton, 1946, 408 pp., \$3.50.

Unlike *Under Cover*, in which Carlson related his experiences as an investigator of Nazi and Japanese agents, *The Plotters* deals with the growth of native fascist and communist movements. "Their success," states Carlson, "is an exact measure of the state of America's health." Since the important objective of both groups is to capture the mind of the veteran, Carlson posed as an "Anglo-Saxon" veteran. He has been astonished by the viciousness of the hate movements he has been asked to join. He names names, dates, and places; he reproduces photostats of letters, checks, posters; and pamphlets. In so doing, he has performed a service for Americans who think: "It Can't Happen Here."

A Star Pointed North, by Edmund Fuller. Harper, 1946, 361 pp., \$2.75.

This is an historical novel about Frederick Douglass, the first important American Negro leader. It is based on careful research in the files of *The Liberator*, and in the great Negro archives at the Schomburg Collection in the New York Public Library. The story of Douglass' escape from slavery, his vigorous role in the antislavery movement, and the part he played in recruiting colored soldiers during the Civil War are told in a prose packed with excitement.

Teachers may use the book with discretion for student reading. The volume abounds in dramatic incidents, such as Douglass' first speech to an Abolitionist convention in Massachusetts, which can be used to enrich his story units that fall within the 1830-1870 period.

City in the Sun, by Karon Kehoe. Dodd Mead, 1946, 269 pp., \$2.50.

In this novel about life in a Japanese relocation center in the West, the reaction of an American minority group to enforced segregation during the war years has been studied by a young Hunter College graduate who worked for a time on the staff of a relocation center. The story revolves about the Matsuki family, uprooted from its California home.

The effect on the youngest member of the family, a boy of 13, will be of special interest to teachers who must meet the challenge of youngsters hurt by discrimination that they cannot reconcile with oft-repeated generalities about equality. The vocabulary of Miss Kehoe places the book beyond the grasp of average high school seniors.

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